

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Agenda
Tuesday, January 26, 1988
3:00-5:00 p.m.
UU 220

*1. 12:88
minutes
removed*

- I Minutes:
 - Approval of the January 12, 1988 Minutes (pp. 4-7).
- II Communications:
 - A. Materials available for reading in the Academic Senate office (pp. 2-3).
 - B. Letter from Krochalek to Crabb dated 12/31/87 re Center for Innovative Programs (p. 8).
 - C. Letter from Naples to Presidents dated 1/6/88 re Collective Bargaining Public Notice Procedures and schedule of meetings (pp. 9-10).
- III Reports:
 - A. President
 - B. Academic Affairs Office
 - C. Statewide Senators
 - D. ASI Report on Faculty Evaluations-Ricardo Echeverria/Pamela Olsen.
- IV. Consent Agenda:
- V. Business Items:
 - A. Resolution on the Foundation Election Process-Greenwald, Chair of the Ad Hoc Committee on the Cal Poly Foundation Election Process, Second Reading (pp. 11-12).
 - B. Resolution on the Effects of Class Size, Mode and Level of Faculty Workload-Palmer, Chair of the Ad Hoc Committee on Effects of Class Size on Instructional Quality and Faculty Workload, Second Reading (pp. 13-15).
 - C. Resolution on International Education Office (IEO)-Little, Head of Foreign Languages Department, Second Reading (pp. 16-23).
 - D. Resolution on Consultative Procedures for Faculty Position Controls-Andrews for the SBUS Caucus, Second Reading (p. 24).
 - E. Resolution on the Future of Concurrent Enrollment-Crabb, Chair of the Academic Senate, Second Reading (p. 25).
 - F. Resolution on Academic Promotion-Murphy, Chair of the Personnel Policies Committee, First Reading (pp. 26-32).
 - G. Tenure for Academic Employees-Murphy, Chair of the Personnel Policies Committee, First Reading (pp. 33-38).
 - H. Emergency Resolution on Summer Quarter Funding-Murphy, Chair of the Personnel Policies Committee, First Reading (p. 39).
 - I. Resolution on Indirect Costs Utilization: CAM 543-Jamieson, Chair of the Research Committee, First Reading (pp. 40-43).
- VI Discussion Items:
- VII. Adjournment:

Materials Available for Reading in the Academic Senate Office (FOB 25H)

(New reading materials highlighted in bold)

1987-88 AY	Minutes from the bimonthly meetings of the Multiple-Criteria Admissions Program Technical Study Group (Cal Poly, SLO)
June 1987	Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987
6/10/87	Correspondence from Eric Seastrand re allocation of lottery funds to the CSU and Board of Trustees' Committee on Finance Report on the Lottery Revenue Budget Process
6/22/87	Publications from the Office of the Chancellor re Teacher Education
7/14/87	CSU Committee of the Whole: New Priority Topics for 1987-88
7/28/87	Status Report #4-FY 1987/88, CSU Final Budget Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
July 1987	The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education
8/3/87	Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
Aug 1987	Subject Matter Assessment of Prospective English Teachers (CSU)
9/4/87	Capital Outlay Program 1988-89
9/15/87	Board of Trustees' Agenda, September 15/16, 1987
9/23/87	1986/87 Discretionary Fund Reports (Cal Poly, SLO)
10/12/87	Executive Review Policies and Procedures
10/20/87	Funding Excellence in Higher Education (CPEC) The State's Interest in Student Outcomes Assessment (CPEC) State Incentive Funding Approaches for Promoting Quality in California Higher Education: A Prospectus (CPEC) Assembly Bill #2016 - Higher Education Talent Development
October 1987	CPSU FOUNDATION Annual Report 1986-1987
10/28/87	State Incentive Funding Approaches (memo from Kerschner to VPAA's dated 10/28/87)
10/30/87	Organizational charts of administrative positions throughout the CSU system (CSU)
11/2/87	Academic Mainframe Computer Replacement Plan (CSU)
11/5/87	Earthquake Status Report (CSU, Los Angeles)
11/6/87	Quarterly Internal Report on Enrollment-Fall 1987 (Cal Poly, SLO)

Materials Available for Reading in the Academic Senate Office (FOB 25H)
Page Two

11/11/87	CSU Academic Performance Report 1986-87 (CSU)
11/12/87	Retreat Rights for Academic Administrators (Cal Poly, SLO)
11/16/87	Summary Notes of the President's Council Meetings (Cal Poly, SLO)
11/16/87	Status of Current Major Capital Outlay Projects (Cal Poly, SLO)
Nov 1987	Computer-Aided Productivity Center (Cal Poly SLO)
Nov 1987	Development Activities of the University Relations Division (Cal Poly, SLO)
Nov 1987	Recommendations of the Commission for the Review of the Master Plan
Nov 1987	Cal Poly IBM Specialty Center (Cal Poly, SLO)
Nov 1987	International Programs Bulletin 1987-1988 (Office of International Programs, CSU)
11/13/87	Internationalizing Undergraduate Education Conference Highlights (CSU)
11/13/87	Asilomar Retreat of the Academic Senate CSU (Nov 13-15, 1987). Summary of the Executive Committee and campus Senate chairs' meetings (Academic Senate CSU)
11/30/87	Allocation of MPPP Awards 1987-88 (number of awards to each school) (Cal Poly, SLO)
12/1/87	Summer Bridge and Intensive Learning Experience: Second Year Evaluation (CSU)
1/12/88	CSU Systemwide Full-Time Faculty by Tenure Status, Sex and Ethnicity: 1975-1987 (CSU)
Jan '88	CALIFORNIA DEMOGRAPHICS: IMPACT ON EDUCATION - CAL POLY. HAROLD HODGKINSON. A LECTURE IN CHUMASH AUDITORIUM (Video Cassette)
	CALIFORNIA: THE STATE AND ITS EDUCATION SYSTEM by Harold L. Hodgkinson (booklet)

Memorandum

To : Academic Senate

Date : January 6, 1988

File No.:

Copies :
-4From : William Little 

Subject: International Education Office Proposal

As requested by several members of the Executive Committee of the Academic Senate, I would like to submit this succinct list of intentions that the framers of the proposal have in calling for the creation of the International Education Office.

The I.E.O. is intended to:

1. Be a creature of the faculty;
2. Serve as an informational and motivational center for matters concerning faculty and students involved in international affairs;
3. Administer only those items specifically mentioned in the document (IV.A. 1.a.-f.);
4. Increase efficiency and vitality of those internationally related affairs by locating them in one office; and
5. Actively establish and maintain liaison with any department, unit or office at Cal Poly that would benefit by networking with the I.E.O.

The I.E.O. is intended not to:

1. Be or become predominantly a management function of the administration;
2. Take over by unilateral initiative any university functions not specified by this proposal or approved through the normal consultational process including the Academic Senate; and
3. Act intrusively in any way that would interfere with any department, faculty member, student, staff member or administrator and their free and independent access to international grants, exchanges or opportunities of any kind.

December 31, 1987

JAN 6 1988

Academic Senate

Dr. Charles Crabb,
Chair, Academic Senate
California Polytechnic State University, San Luis Obispo
San Luis Obispo, California 93407

Dear Dr. Crabb:

You recently received materials describing the Center for Innovative Programs and the programs and services available to CSU faculty. Specifically, I would like to call your attention to the Scholar in Residence Program. Space and stipends are still available for the months of January and February, and we would appreciate your help in making contact with faculty interested in this program.

The Scholar in Residence Program enables individual faculty to utilize Center resources for instructional development and delivery of courses and programs involving adult learners. Full-time faculty in all disciplines are encouraged to apply. The program operates year round, and dates of residency at the Center are scheduled according to faculty availability. Stipends are available to support travel and lodging on an as needed basis.

Enclosed are several application forms along with a statement of the mission and functions of the Center. We would appreciate your assistance in disseminating this information. Faculty should feel free to contact us directly with questions about the program and to discuss their project proposals.

Please let me know if you are in need of further information. Again, we thank you for your assistance and look forward to hearing from the faculty at your campus.

Sincerely,



Pamela C. Krochalk, Dr. P.H.
Associate Director
Research and Evaluation

A-129

Enclosure

RECEIVED

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5596

JAN 13 1988

Academic Senate

Code: Technical Letter
FSR/ER 88-01

Date: January 6, 1988

To: Presidents

From: Caesar J. Naples
Vice Chancellor
Faculty and Staff Relations

Subject: Collective Bargaining Public Notice Procedures (HEERA Section 3595)

Trustee procedures that provide for timely public notice of collective bargaining proposals of exclusive representatives were adopted in June 1981 and appear in Title 5, Part V, Chapter 1, Subchapter 7, of the California Administrative Code (Article 16.1, Section 43725). These procedures require that copies of the exclusive representative's proposals and, subsequently, management's proposals be distributed to the main library at each campus and in the Office of the Chancellor in order to provide members of the public access to these proposals.

As indicated on the attached Notice of Public Meetings, on February 15, 1988, the exclusive representatives listed will submit their collective bargaining proposals to the Board of Trustees. On February 29, 1988, the CSU will present its collective bargaining proposals. Following each of these presentations, copies of the proposals will be sent to each campus.

These proposals are to be made available for use by members of the public in such a manner as to provide convenient access.

CJN:mw

Attachment

Distribution: Vice Presidents, Academic Affairs
Vice Presidents, Administration
Employee Relations Designees
Personnel Officers
Library Directors

PUBLIC NOTICE

MEETINGS OF THE CALIFORNIA STATE UNIVERSITY

Purpose: Presentation of bargaining proposals by exclusive representatives in accordance with list below:

Date/Time: February 15, 1988, 9 a.m.

Location: Office of the Chancellor
The California State University
Committee Room
400 Golden Shore
Long Beach, California

Copies of these proposals will be made available for public review at each CSU library.

Purpose: To hear community's comments on the bargaining proposals of the exclusive representatives.

Date/Time: February 22, 1988, 9 a.m.

Location: Office of the Chancellor
The California State University
Committee Room
400 Golden Shore
Long Beach, California

Purpose: The California State University will present its bargaining proposals for the appropriate units.

Date/Time: February 29, 1988, 9 a.m.

Location: Office of the Chancellor
The California State University
Committee Room
400 Golden Shore
Long Beach, California

Copies of these proposals will be made available for public review at each CSU library.

Purpose: To hear community's comments on the bargaining proposals presented by the CSU.

Date/Time: March 7, 1988, 9 a.m.

Location: Office of the Chancellor
The California State University
Committee Room
400 Golden Shore
Long Beach, California

Reopeners (Salary and Benefits):
Unit 1 - Physicians (UAPD)
Unit 4 - Academic Support (APC)
Unit 6 - Skilled Crafts (SETC)

Successor Agreements:
Unit 2 - Health Care Support (CSEA)
Unit 5 - Operations Support (CSEA)
Unit 7 - Clerical/Administrative Support (CSEA)
Unit 9 - Technical Support (CSEA)

Written comments by members of the public regarding the bargaining proposals of either the union or management for the above-mentioned units may be sent to:

Board of Trustees
c/o The California State University
400 Golden Shore, Suite 220
Long Beach, California 90802-4275

For further information, write or call Employee Relations, The California State University, 400 Golden Shore, Long Beach, California 90802-4275; telephone (213) 590-5601.

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: The committee has received extensive testimony from administrators, faculty, and students concerning the Cal Poly Foundation. The committee has also obtained input from the Executive Director and the Associate to the Executive Director of the Foundation.

The present election process for the Foundation Board of Directors has not been effective in communicating openings on this Board to faculty. In addition, the present process provides for the election of new Board members by the current Board thus enabling the directors to reflect themselves. The result has been a Board that has effectively been closed to new individuals and new ideas.

AS-____-88/____

**RESOLUTION ON
THE FOUNDATION ELECTION PROCESS**

- WHEREAS:** ~~The current process by which the Board of Directors of the California-- Polytechnic State University Foundation is elected has resulted in a Board - that has effectively been closed to new individuals and new ideas; therefore be it;~~
- WHEREAS:** The Board of Directors of the California Polytechnic State University Foundation as it is presently constituted includes two faculty members nominated and elected exclusively by the Board; and
- WHEREAS:** The Board of Directors is actively engaged in formulating policy and reaching decisions which often affect faculty directly; and
- WHEREAS:** The faculty of California Polytechnic State University would like to promote a more direct expression of their view on matters affecting them before the Board; therefore be it
- RESOLVED:** That the membership of the Board of Directors of California Polytechnic State University Foundation shall include at least two tenured faculty members of the University; and be it further
- RESOLVED:** That the selection of the faculty members shall be consistent with the following:
1. The faculty members shall be nominated by the Academic Senate.
 2. The names of at least two (but no more than three) faculty shall be presented to the Board of Directors of the Foundation for each position for which a faculty member is being sought.
 3. If the Board of Directors determines that none of the candidates presented are qualified, the Academic Senate will be notified and

12-
RESOLUTION ON THE FOUNDATION ELECTION PROCESS

Page Two

presented reasons for nonqualification per the criteria outlined in #4 and will be asked to repeat the process beginning at #1.

4. In presenting candidates, the Academic Senate will utilize, at a minimum, the criteria utilized by the Board of Directors in reviewing candidates for Board membership including the following:
 - a. A consistent history of active involvement with an interest in University affairs;
 - b. Demonstrated ability to work productively as a member of a governing body; and
 - c. Willingness to actively serve for the term of office.
5. Faculty members of the Board of Directors of California Polytechnic State University Foundation shall serve three-year terms.
- 6 5.- No faculty member shall serve more than two consecutive terms except in unusual circumstances as determined by the Academic Senate.
- 7 6.- In the event that a position occupied by a faculty member on the Board becomes vacant, a replacement shall be nominated in accordance with these same principles.

Proposed By:
Ad Hoc Committee on the Cal
Poly Foundation Election Process
January 5, 1988
Revised January 12, 1988

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: In May 1986, the decision to include a 200-station auditorium-type lecture classroom in the remodel of Engineering East was communicated to the Chair of the Academic Senate. Upon receiving said information, the Chair of the Senate suggested to Douglas Gerard, Executive Dean, the need for a mechanism which would ensure faculty consultation before such decisions are finalized. Subsequently, the Executive Committee of the Senate was informed by President Baker that a similar size lecture room was being considered for the remodel of the Business Administration & Education Building.

On May 13, 1986, the Chair of the Academic Senate requested the chairs of the Personnel Policies Committee, Student Affairs Committee, Long-Range Planning Committee, and the Instruction Committee to look into this planning situation. Subsequently, these four chairpersons were asked to name a person from their particular committee to serve as a member on the Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload.

The charge to the committee was to study the implications that issues such as class size, level, mode, and number of faculty preparations, and other considerations may have on faculty workload and the effectiveness of instruction in a given class. As a result of the committee's deliberations, the following resolution is submitted.

AS-____-87/____

**RESOLUTION ON
THE EFFECTS OF CLASS SIZE, MODE
AND LEVEL OF FACULTY WORKLOAD**

- WHEREAS, Faculty workload is a function of several factors such as the level of the coursework taught, the type of class and instructional method, the mix of direct instruction and instruction-related activities, number of units attached to the courses taught by an instructor, the number and variety of preparations required, and the enrollment size of the class being taught; and
- WHEREAS, Faculty instructional units are generated based on the number of students in the class as well as the instruction mode and level; and
- WHEREAS, Courses in which enrollments exceed the break-even point generate additional faculty positions which have allowed department, school, and university flexibility in faculty assignments; and

**RESOLUTION ON THE EFFECTS OF
CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD**

Page Two

- WHEREAS, Decisions related to class size and staffing should address concerns of faculty, students, and administration; and
- WHEREAS, Mode and level allows for a range in the number of students in a given class; instructional quality and faculty workload considerations dictate that classes be taught at the lower end of the class size range; and
- WHEREAS, The assignment of three four-unit classes, as opposed to four three-unit classes, may significantly reduce the faculty member's workload related to the total number of preparations and consequently increase quality of instruction; and
- WHEREAS, There are specific class size parameters which must be considered regarding funding and support for the class. These include:
- For classes with census date enrollment between 75 and 120 and exceptional workload, a graduate assistant or student assistant may be allocated;
- For classes with census enrollment of over 120, a graduate assistant, a student assistant, or an additional 3 WTU's may be assigned; and
- WHEREAS, The campus is currently considering the construction of lecture facilities with capacities significantly greater than 120 stations; and
- WHEREAS, To date the administration has not come forth with a model for consultation on classroom size to be built in remodelling or construction of new facilities; therefore, be it
- RESOLVED: That all staffing and class size decisions be based upon instructional effectiveness and faculty workload considerations; and be it further
- RESOLVED: That additions, modifications, new construction, or other changes in instruction space configuration take place only after full consultation and input from faculty involved with programs which may use such facilities; and be it further
- RESOLVED: That complete and thorough consultation take place between individual faculty, department faculty as a group, and the department head/chair regarding class assignments, the number of preparations required during a given quarter, the units associated with the various classes in the department, class sizes, and the relationship of these factors to faculty workload; and be it further
- RESOLVED: That class size parameters be established only after full and complete consultation with faculty in the affected departments; and be it further

**RESOLUTION ON THE EFFECTS OF
CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD**

Page Three

- RESOLVED:** That the use of large class facilities (which permit enrollments which entitle faculty to additional teaching units) be restricted to courses which, after faculty consultation, are identified as appropriate for the facility; and be it further
- RESOLVED:** That individual faculty members assigned to teach large classes (those earning extra WTU's) be made fully aware of the fact that additional units accrue as a result of teaching these classes; that under normal circumstances the faculty member who generates these units should receive credit for them; and be it further
- RESOLVED:** That it is the responsibility of each department head/chair to make the department faculty members aware of staffing formulas and the ramifications of these formulas on faculty workload, instructional space considerations and instructional quality, and that faculty be encouraged to participate in decision making related to these issues.

**Proposed By:
Ad Hoc Committee on
Effective Class Size,
Instructional Quality, and
Faculty Workload
January 5, 1988**

Memorandum

To : Academic Senate

Date : January 6, 1988

File No. :

Copies :

From : William Little 

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ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-____-87/____

**RESOLUTION ON
INTERNATIONAL EDUCATION OFFICE (IEO)**

- WHEREAS, Cal Poly has no International Education Office (IEO); and
- WHEREAS, Most of the principal functions and duties of the proposed IEO are being performed by a number of highly dedicated individuals in a variety of offices across campus but without centralized leadership resulting in an unorganized, inefficient, and fragmented program; and
- WHEREAS, The international dimension of the curriculum is growing in strength and prominence throughout the seven schools; and
- WHEREAS, The School of Agriculture has a long and fruitful tradition of international ventures and contracts; and
- WHEREAS, The School of Business is strengthening its international dimension; and
- WHEREAS, The School of Architecture has a major role in established international programs (e.g., CSU International Program (IP) in Italy and Denmark) and in ad hoc programs in France, Spain, Japan, and Taiwan; and
- WHEREAS, The School of Liberal Arts collaborates in all CSU IP programs, has pioneered the London Study Quarter, is planning a Paris Study Quarter, and is projecting a Japan Study Quarter; and
- WHEREAS, California's demographic changes in the near future will inevitably make Cal Poly's student body more international, multi-ethnic, and multi-lingual and, in the long term, will make the majority of the student body multi-ethnic and multi-lingual; and
- WHEREAS, Cal Poly's location, curricula, and quality will force us to become an effective partner in Pacific Rim programs of all kinds; and
- WHEREAS, The attached proposal has received unanimous approval of all faculty, staff, and administrators who have collaborated in writing it; and
- WHEREAS, The IEO is essential for managing internationally related affairs at Cal Poly; and
- WHEREAS, The undersigned faculty, staff, and administrators support this proposal and this resolution; therefore, be it

**RESOLUTION ON
INTERNATIONAL EDUCATION OFFICE (IEO)**

Page Two

RESOLVED: That the Academic Senate supports the plan to reallocate positions in such a way that the director and secretary positions can be funded through existing positions and monies; and be it further

RESOLVED: That the Chair of the Academic Senate request the Vice President of Academic Affairs, Malcolm Wilson, to convene a committee empowered to produce a recommendation for the funding and staffing of the IEO.

Proposed By:
William Little, Department Head
of the Foreign Languages Department
January 3, 1988

Signature Attachment to the Resolution on International Education Office (IEO)

Due to the number of signatures received, in order to reduce the volume/expense of photocopying this agenda, the signature pages have not been reproduced. A copy of the original signatures will be forwarded to the President with this resolution if adopted by the Academic Senate.

The number of signatures received in support of this resolution totals 65.

INTERNATIONAL EDUCATION OFFICE PROPOSAL

[JANUARY 5, 1988 — DRAFT NO. 11]

I. RATIONALE

President Warren Baker, in his Convocation on Planning held October 10, 1985, called for internationalization of the various academic and non-academic programs at Cal Poly. Implicit in President Baker's message is the knowledge that unless we link our students' training in technology, science, and the arts to greater knowledge of the world beyond the borders of our own economic and cultural microcosm, we are shortchanging their educations.

Cal Poly is not unique in its need to respond to new multi-ethnic, multi-cultural, and multi-national pressures on curricula and other programs. Indeed, throughout the United States and at virtually all levels of society, there is recognition that higher education must take the lead in preparing America for successful international cooperation and competition. As California's economy and culture become more ethnically diverse, Cal Poly must equip its graduates to cope with the greater diversity of California and the United States. Additionally, they must be prepared to carry their technical expertise and their visions of a better world into careers that more and more involve an international dimension.

II. BACKGROUND

Currently, Cal Poly supports a wide variety of functions relating to multi-cultural issues. There is such fragmentation in their management, however, that Cal Poly is perceived to have no international dimension at all. This perception does a disservice to the university and to those who labor under current circumstances. The current scene is characterized by redundancy, overlapping, and fragmentation. Examples include:

ITEM: The Admissions Office handles acceptance and initial registration of foreign students, but the Dean of Students Office clears holds on permits to register, while both the Records Office and the Dean of Students Office provide immigration forms. In the same vein, the School of Agriculture provides its own separate and parallel services for immigration affairs.

ITEM: The CSU International Programs Office administers the Fulbright Program on an informal basis.

ITEM: The Grants Development Office coordinates the foreign Fulbright Scholars Program and assists Cal Poly faculty members who wish to apply for Fulbright Grants or other types of international exchange opportunities.

ITEM: ACTION funds a contract held by the School of Agriculture to recruit candidates from the entire campus for the Peace Corps.

Clearly, because of the need for greater coherence and organization, it is appropriate for Cal Poly to establish an entity to promote and coordinate internationally-oriented interests and activities on campus as well as to generate off-campus support. Accordingly, it is recommended that Cal Poly take steps to establish an INTERNATIONAL EDUCATION OFFICE, the creation of which should be guided by the goals and considerations hereinafter described.

III. GOALS

The INTERNATIONAL EDUCATION OFFICE's goals will be to:

1. Centralize currently dispersed aspects of Cal Poly's international activities and functions;
2. Create a vital, dynamic ambience on campus;
3. Foster off-campus support for international ambience on campus;
4. Facilitate coordination of efforts by administrators, professors, and staff personnel engaged in non-curricular, internationally-oriented functions;
5. Seek additional non-state funding for international events, functions, and programs; and
6. Promote active awareness of international grant and research opportunities.

IV. PURPOSE AND FUNCTIONS

The INTERNATIONAL EDUCATION OFFICE will be designed to serve students, faculty, departments, administrators, and community entities in areas concerned with international affairs. Its purpose will be to aid foreign students and faculty members who come to study and teach at Cal Poly as well as resident faculty and students who wish to increase their international awareness or to make personal, academic, or professional connections overseas. Above all, by eliminating the inefficiency resulting from the lack of coordination among the existing collection of single-issue offices and functions, the OFFICE will help to accelerate the internationalization of the university. Three principal functions of the OFFICE will include:

A. Responsibility for:

1. Enhancement of international awareness through activities such as:
 - a. Support of and involvement in new international ventures, such as a program in Pacific Rim studies, exchange teaching assignments with Australia, and the School of Agriculture's Costa Rica project to develop *Escuela Agrícola para la Región del Trópico Húmedo*;
 - b. Encouragement for those wishing to develop various overseas programs; and
 - c. Encouraging an international dimension for the Center for Practical Politics.
2. Administration of:
 - a. CSU International Programs (the campus CSU foreign study program);
 - b. Faculty foreign exchange programs (including Fulbright);
 - c. Student Fulbright Programs;
 - d. Sponsored and exchange student programs;
 - e. Support services for foreign dignitaries, scholars, and faculty; and
 - f. Support services for foreign students.

IV. PURPOSE AND FUNCTIONS (Continued)

B. Maintenance of affiliation and/or liaison with:

1. Academic Departments, especially those with an international focus;
2. London Study Program;
3. Ethnic- and internationally-oriented student organizations and clubs, such as French Club, International Business, LASA (Latin American Student Association), Latinos in Agriculture, MECHA (*Movimiento Estudiantil Chicano*), et cetera;
4. Related national organizations, such as the National Association of Foreign Students Affairs, among others;
5. The Master's Program in International Agriculture Development;
6. The Multi-Cultural Center;
7. Internationally-sponsored contracts on campus;
8. Related university and school committees such as IFAC (International Food and Agriculture Committee); and
9. Peace Corps recruitment.

V. ORGANIZATION

The INTERNATIONAL EDUCATION OFFICE shall be responsible to the Academic Vice President. Initially, the OFFICE will consist of a director, a secretary, and an advisory committee as described below:

- A. Director. Appropriate level twelve-month staff position. Functions of this position are as follows:
 1. Develop programs supportive of the OFFICE's goals and purposes;
 2. Chair the INTERNATIONAL EDUCATION OFFICE Advisory Committee;
 3. Liaison with university administrators, departments, faculty, students, and the community;
 4. Coordinate the CSU International Programs;
 5. Coordinate Fulbright Programs and Grants;
 6. Coordinate support services for foreign dignitaries, scholars, and faculty; and
 7. Facilitate the delivery of financial aid, advisement, and other services for foreign students.
- B. Secretary/Clerical. Twelve-month position.
- C. The INTERNATIONAL EDUCATION OFFICE Advisory Committee will include the following members:
 1. Director;
 2. The campus faculty representative to the CSU Academic Council on International Programs;

V. ORGANIZATION (Continued)

3. Two staff members with continuing appointments:
 - a. Associate Dean of Students, and
 - b. Associate Dean, School of Agriculture;
4. Chairman, IFAC;
5. Three representatives chosen by the Academic Vice President or designee from a list of nominees submitted by the deans of the seven schools. Nominees should be internationally-oriented faculty members who are interested in the OFFICE; and
6. Three student representatives: One shall be the CSU International Programs alumni representative; two shall be chosen by the ASI President, one of which will be a visa student, and the other will be an at-large student.

The Advisory Committee will meet regularly to determine objectives, review proposals, and establish policy priorities.

VI. POLICIES

The INTERNATIONAL EDUCATION OFFICE will abide by policies of Cal Poly, the Chancellor's Executive Orders 165 and 421, and the California State University System. The Cal Poly Foundation will administer non-state funds collected by the OFFICE.

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- _____-87/ _____

RESOLUTION ON
CONSULTATIVE PROCEDURES FOR FACULTY POSITION CONTROLS

- WHEREAS, The spirit of collegiality is premised on faculty consultation regarding matters that directly affect faculty affairs; therefore, be it
- RESOLVED: That the Academic Senate recommend that those charged with making budget allocation decisions to implement faculty position controls be directed to make those decisions only after consultation with the faculty in the spirit of collegiality.

Proposed By:
Academic Senate School of
Business Caucus
January 5, 1988

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-____-87/____

**RESOLUTION ON
THE FUTURE OF CONCURRENT ENROLLMENT**

- WHEREAS, The Concurrent Enrollment program offers an important service for people who are unable to meet the established deadlines of application for admission to The California State University; and
- WHEREAS, Twenty percent of Concurrent Enrollment students become regularly enrolled students, and
- WHEREAS, Approximately half of the participants utilize the program to enhance their career and job skills thus contributing to the competitiveness of the California economy; and
- WHEREAS, Concurrent Enrollment provides an opportunity for disqualified students to demonstrate performance for readmission thus, contributing to the cause of educational equity in the state; and
- WHEREAS, The Concurrent Enrollment program offers an important service to citizens who need one or two courses rather than a full program in pursuit of a degree; and
- WHEREAS, 1987-88 is the second fiscal year that 25% of all continuing education revenue has been required by the California Department of Finance for the General Fund budget; and
- WHEREAS, This decreases the funding that was previously available to (1) academic schools and departments for institutional supplies and services and faculty travel, and (2) Extended Education to administer its program; and
- WHEREAS, The present budgetary procedure of levying an assessment on the campus Concurrent Enrollment programs to pay a portion of concurrent enrollment money into the General Fund (\$2,000,000 in '85-86 and again in '86-87) causes Extended Education programs to remit funds to pay these assessments, thus endangering the future of both the Concurrent Enrollment programs and the financial stability of Extended Education programs; therefore, be it
- RESOLVED: That the Academic Senate of The California State University work with others involved in the budget-making process for 1988-89 to eliminate the Concurrent Enrollment assessments for each campus; and be it further
- RESOLVED: That the Board of Trustees, the Chancellor's Office, and the Cal Poly administration be asked to join the effort to preserve the Concurrent Enrollment programs by opposing the diversion of Concurrent Enrollment money to the General Fund.

Proposed By:
Academic Senate Executive Committee
January 5, 1988

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: The current sections of CAM (342.2 and 344) covering academic promotion and tenure have been out-of-date since 1983--the date of the initial collective bargaining contract. In addition, two other concerns were brought to the attention of the Personnel Policies Committee in recent months:

1. Early promotion and tenure cases are not adequately addressed in the current CAM sections;
2. Academic promotion of administrators is not addressed in CAM.

These CAM sections were considered simultaneously by the committee in order to formulate a coherent policy. The committee recommends the following resolutions be approved concurrently by the Academic Senate.

AS-____-88/____

**RESOLUTION ON
ACADEMIC PROMOTION**

- WHEREAS,** The current CAM 342.2 is out-of-date; and
- WHEREAS,** Early promotion is not adequately addressed in the current CAM 342.2; and
- WHEREAS,** Academic promotion of administrators is not addressed in CAM; therefore, be it
- RESOLVED:** That the current CAM 342.2 be deleted; and be it further
- RESOLVED:** That the attached CAM 342.2 be added.

**Proposed By:
Academic Senate Personnel
Policies Committee
January 19, 1988**

342.2 ACADEMIC PROMOTIONS

A. Eligibility

Promotion eligibility shall be governed by the terms of Article 14 of the Memorandum of Understanding (MOU) between the CSU and Unit 3 Faculty. In particular, tenure is required for promotion to professor. In addition, persons (other than department heads/chairs) whose primary duties are administrative shall not be eligible for academic promotion.

B. Criteria and Procedures (also consult CAM 341.1.D, E and F)

1. Performance reviews for promotion purposes shall be conducted in accordance with Article 15 of the MOU. Additional school (department) criteria and procedures shall be in accordance with the MOU and shall be approved by the Vice President for Academic Affairs.

2. Applicants for promotion shall submit a resume which indicates evidence of promotability. This resume shall include all categories pertinent to promotion consideration: teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities which indicate professional commitment, service, or contribution to the discipline, department, school, university, or community.

To assist applicants in preparing their resumes, the dean of each school shall forward a copy of the Faculty Resume Worksheet (CAM Appendix XII) to each applicant at the beginning of the promotion cycle.

3. In addition to their carefully documented recommendations, department peer review committees, department heads/chairs, school peer review committees, and school deans shall submit a ranking of those promotion applicants who were positively recommended at their respective level.
4. Promotion in rank is in no way automatic and is granted only in recognition of competence, professional performance, and meritorious service during the period in rank. Recommendations for promotion of individuals are based on the exhibition of merit and ability in each of the following four factors:

a. Teaching Performance and/or Other Professional Performance

Consideration is to be given to such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of course, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultation, and other factors relating to performance as a teacher.

In formulating recommendations on the promotion of teaching faculty, evaluators will place emphasis on success in instruction. The results of the Student Evaluation of Faculty

program are to be considered in formulating recommendations based on teaching performance.

- b. **Professional Growth and Achievement**
Consideration is to be given to the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies, and publications.
- c. **Service to University and Community**
Consideration is to be given to the faculty member's participation in academic advisement; placement follow-up; cocurricular activities; department, school, and university committees and individual assignments; systemwide assignments; and service in community affairs directly related to the faculty member's teaching service area, as distinguished from those contributions to more generalized community activities.
- d. **Other Factors of Consideration**
Consideration is to be given to such factors as the faculty member's ability to relate with colleagues, initiative, cooperativeness, and dependability.

5. Department heads/chairs and deans shall use Form 109 (CAM Appendix I) for evaluation of promotion applicants. Department (school) peer review committees will submit their recommendations in a form that is in accordance with their department (school) promotion procedures.

6. **Normal Promotion**

- a. An application for promotion to associate professor is considered normal if the applicant is eligible and both of the following conditions hold:
 - (i) the applicant is tenured or the applicant is also applying for tenure.
 - (ii) the applicant has received four Merit Salary Adjustments (MSA's) (while an assistant professor) or the applicant has reached the maximum salary for assistant professor.
- b. An application for promotion to professor is considered normal if the applicant is eligible and the applicant has received four MSA's (while an associate professor) or the applicant has reached the maximum salary for associate professor.

7. **Early Promotion**

- a. An application for promotion to associate professor is considered "early" if the applicant is eligible and one (or both) of the following is (are) true:

(1) the applicant is a probationary faculty member who is not standing for tenure.

(2) the applicant has not received four MSA's (while an assistant professor) and the applicant has not reached the maximum salary for assistant professor.

b. An application for promotion to professor is considered "early" if the applicant is eligible and the applicant has not received four MSA's (while an associate professor) and the applicant has not reached the maximum salary for associate professor.

c. Early promotion will only be granted in exceptional cases. The circumstances which make the case exceptional shall be fully documented by the candidate and validated by evaluators. The fact that an applicant meets the criteria for normal promotion does not in itself constitute an exceptional case.

A. Eligibility

-30-

1. Persons occupying academic rank positions but assigned full time to noninstructional duties will be considered for promotion by the administration; persons assigned to both teaching and instructional-administrative duties will be considered for promotion in both areas.
2. Normally promotions of academic employees may be made only after the completion of at least one full academic year of service in the fifth salary step of the rank. In case of overlapping steps in salary ranges between academic ranks, an individual will receive at the time of promotion a one-step increase in salary. Individuals are not eligible for promotion in academic

rank solely by virtue of added administrative responsibility. Merit salary increases are increases within a salary range and are not considered to be promotions. Exception to this promotion policy may be authorized only by the University President or a designee.

3. An academic employee must have tenure or be simultaneously awarded tenure before promotion to the Associate Professor or Professor ranks can be approved. The granting of tenure does not guarantee future promotion.
4. Possession of the doctorate or other normal terminal degree from an accredited institution is a usual prerequisite for promotion beyond the rank of Assistant Professor. Exceptions may be made in those instances where the faculty member has received recognition for outstanding professional accomplishment in the academic community and possesses special qualifications according to approved criteria established for personnel actions by each department, school, or other organizational unit.
5. The Dean of each School shall notify all faculty who are eligible for promotion consideration by the last day of instruction in September of the academic year in which they are eligible, or as soon thereafter as possible. Only those technically eligible faculty members who submit a written request to the School Dean for promotion consideration by a date specified by the School's statement of personnel action procedures shall be evaluated for promotion.

To assist each faculty member in preparing his/her resume, the Dean of each School shall forward a copy of the policy statement requiring an updated resume (CAM 342.2.A.6) and a copy of the Faculty Resume Worksheet appearing in CAM Appendix XII at the time of notification of eligibility for promotion consideration.

6. Each faculty member requesting promotion consideration shall update his/her personnel file and submit a resume which indicates evidence of promotability. This resume shall include all categories pertinent to promotion consideration: teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities or interests which indicate professional commitment, service, or contribution to the discipline, department, university, or community.
7. In exceptional cases, a faculty member who is not technically eligible (by virtue of not having served one full academic year at the fifth step of the then held rank) is recognized both on and off campus (i.e., by state or national professional societies) as outstanding in all areas of evaluation according to approved criteria established by each department, school or other professional unit, may be considered for promotion. In such instances, a department's faculty and department head may initiate a request for early promotion review and make a recommendation to the Dean that will then become a part of the regular promotion cycle in that academic year.
8. The number of promotions within the university shall not exceed existing budget appropriations available for such promotions.

B. Criteria and Procedures for Promotion in Rank

Promotion in rank is in no way automatic but is granted only in recognition of competence, professional performance, and meritorious service during the period in rank. Recommendations for promotion of individuals are based on the four factors and their subordinate subfactors listed on the Faculty Evaluation Form with emphasis on the exhibition of merit and ability in each factor. The criterion for each is relevance to the faculty member's overall contribution to the total objectives of the university, the basic purpose of which is to serve the students. Moreover, because there is a wide range of talents in the faculty, a variety of

- (4) Does not meet satisfactorily the requirements of the present assignment.
- b. The department head will write the reasons for the rating of each member, using the positive approach of specific examples of achievement relative to any appropriate items. In support of the evaluation, the department head shall provide reliable evidence which will validate the rating and the recommendation.
 - c. The department head will place emphasis on success in instruction.
 - d. Since professional improvement, as well as promotion, is a goal of this evaluation program, the department head will discuss with each member the content of the report made on the individual. The evaluation report on each academic employee shall be initialed by the individual before it is submitted to the school dean or division head.
 - e. The department head will present to and discuss with the school dean or division head the written recommendations for promotions by February 10. In arriving at recommendations the department head will consult tenured members of the department staff, or a committee of same, having ranks higher than those of the persons eligible, and the results of such consultation shall be presented in writing to accompany the recommendations. The consultative evaluation, signed by the committee chairperson or the committee members, or as individually signed statements, shall include reasons in sufficient detail to validate the recommendations of the consulted group. In those instances where the consultative evaluation represents a consensus opinion and is signed by the committee chairperson, the filing of a minority report by committee members whose opinions differ from the views expressed in the majority report is permitted and encouraged. To insure consideration, such a minority report should accompany the majority report at the time it is forwarded to the department head.
 - f. Priority lists by department and school/division should be submitted with the promotion evaluations of those being recommended for promotion. The criteria to be used for ranking at the department and school levels are the same as that used in determining whether or not promotion is recommended. The departmental priority listing should originate with the appropriate departmental faculty committee, reviewed at each consultative level and included as part of the total promotion package. Deans, in arriving at a single priority list for the school, are to consult with a standing or ad hoc committee comprised of either the Chair of the Tenured Faculty (provided this person is a tenured full Professor) or a tenured full Professor selected from each department. If a department does not have a tenured full professor, there will not be membership on the committee from that department unless otherwise provided for in the approved school procedures or approved in advance by the Vice President for Academic Affairs.

Reports, evaluations, and recommendations of all candidates for promotion regardless of whether promotion is recommended at the departmental level, together with the departmental priority list, should be made available to members of the school standing or ad hoc committee. This committee may request additional information concerning faculty members being considered for promotion. The report by the committee to the school deans should include a recommendation for each individual who has requested promotion as to: (1) whether or not promotion is recommended; and (2) a relative ranking of those being recommended for promotion. Recommendations by the committee are advisory to the school dean/division head who is required to submit a recommendation for each candidate and a single priority list of those recommended for promotion at school level.

- g. If an individual is not recommended for promotion by the department head, the person shall be invited by the department head, in writing, to discuss the decision; if the individual is not recommended for promotion by the school dean or division head but is recommended by the department head, the school dean or division head shall invite, in writing, the individual to discuss the decision in the presence of the department head. When discussions are held they shall take place prior to submission of materials to the Personnel Review Committee by March 15. When the school dean or division head disagrees with the department head's recommendation, a copy of the evaluation shall be sent to the faculty member.
- h. The school dean or division head will evaluate the performance of the department heads in the school or division, taking into consideration performance of administrative duties, and will make recommendations on department heads.
- i. School deans, division heads or directors will present recommendations to the appropriate Vice President or the Dean of Students by March 10.
- j. Review of recommendations will be forwarded by the Personnel Review Committee of the Academic Senate on May 1 to the President's designee (Vice President for Academic Affairs, Executive Vice President or Dean of Students, as appropriate).
- k. The Vice President for Academic Affairs, Executive Vice President, and Dean of Students will forward their recommendation to the President.
- l. Notices to faculty of promotion or nonpromotion are sent by the University President by June 1.

C. Effective Date of Promotions

The effective date for faculty promotions will be stated in the notice sent by the University President to the promoted faculty members. In accordance with existing regulations, effective dates for pay purposes of promotions in rank are determined as follows:

1. Academic Year and 10-Month Employees

Promotions of academic year and 10-month employees who will have completed at least one full year of service at the fifth step of an academic rank by the beginning of the fall quarter of the college year following receipt of notice of promotion are effective with the beginning of the September pay period.

Promotions of academic year and 10-month employees who will have completed one full year of service at the fifth step of an academic rank at a date during the next college year but after the beginning of the fall quarter will become effective with the beginning of the first academic quarter following completion of one year of service in the fifth pay step.

2. 12-Month Academic Employees

Promotions of 12-month academic employees who, at the time of notification of promotion, have not yet completed at least one full year of service at the fifth step of an academic rank will become effective with the beginning of the month following completion of one year of service in the fifth pay step but no earlier than the beginning of the next September pay period.

Promotions of 12-month academic employees who at the time of notification of promotion have already completed at least one full year of service at the fifth pay step of an academic rank will become effective with the beginning of the next September pay period.

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: The current sections of CAM (342.2 and 344) covering academic promotion and tenure have been out-of-date since 1983--the date of the initial collective bargaining contract. In addition, two other concerns were brought to the attention of the Personnel Policies Committee in recent months:

1. Early promotion and tenure cases are not adequately addressed in the current CAM sections;
2. Academic promotion of administrators is not addressed in CAM.

These CAM sections were considered simultaneously by the committee in order to formulate a coherent policy. The committee recommends the following resolutions be approved concurrently by the Academic Senate.

AS-____-88/____

**RESOLUTION ON
TENURE FOR ACADEMIC EMPLOYEES**

- WHEREAS, The current CAM 344 is out-of-date; and
- WHEREAS, Early tenure is not adequately addressed in the current CAM 344; and
- RESOLVED, That the current CAM 344 be deleted and be it further
- RESOLVED: That the attached CAM 344 be added.

Proposed By:
Academic Senate Personnel
Policies Committee
January 19, 1988

344 TENURE FOR ACADEMIC EMPLOYEES

A. Eligibility

Tenure eligibility shall be governed by the terms of Article 13 of the Memorandum of Understanding (MOU) between the CSU and Unit 3 Faculty.

B. Criteria and Procedures (also consult CAM 341.1.D, E and F)

1. Tenure decisions are considered more critical to the university than promotion decisions. The fact that a probationary faculty member has received early promotion to associate professor is not a guarantee of tenure.
2. Performance reviews for the purpose of award of tenure shall be conducted in accordance with Article 15 of the MOU. Additional school (department) criteria and procedures shall be in accordance with the MOU and shall be approved by the Vice President for Academic Affairs.
3. Applicants for tenure shall submit a resume which indicates evidence supporting the award of tenure. This resume shall include all categories pertinent to tenure consideration, teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities which indicate professional commitment, service, or contribution to the discipline, department, school, university, or community.

To assist applicants in preparing their resumes, the dean of each school shall forward a copy of the Faculty Resume Worksheet (CAM Appendix XII) to each applicant at the beginning of the tenure cycle.

4. Recommendations for tenure are based on the same factors as for promotion (see CAM 342.2.B.4). In addition, special attention shall be given to the applicant's working relationships with colleagues, potential for further professional achievement, and commitment to the department and university. The award of tenure is a major commitment by the university to the applicant and recommendations should substantiate the fact that such an award is advantageous to the university.
5. Department heads/chairs and deans shall use Form 109 (CAM Appendix I) for evaluation of tenure applicants. Department (school) peer review committees shall submit their recommendations in a form that is in accordance with department (school) tenure procedures.
6. Normal Tenure

A tenure award is considered normal if the award is made after the applicant has credit for six (6) years of full-time probationary service (including any credit for prior service granted at the time of appointment, MOU 13.3, 13.4).

7. Early Tenure

- a. A tenure award is considered "early" if the award is made prior to the applicant's having credit for six (6) years of full-time probationary service (including any credit for prior service granted at the time of appointment).
- b. In addition to meeting department (school) criteria for normal tenure, an applicant for early tenure must provide evidence of outstanding performance in each of the areas of: teaching, professional growth and achievement, and service to the university and community.
- c. Tenure awarded by the President at the time of appointment (MOU 13.16) shall be considered as early tenure, and such an award shall be made in accordance with the paragraph above. (CAM 344.1.B.7.b). Candidates for appointment with tenure shall normally be tenured professors at other universities--exceptions to this provision must be carefully documented.
- d. In order to receive early tenure, an applicant shall, at a minimum, receive a favorable majority vote from the department peer review committee.

D. Recommendations will be based on job performance, personal relationships, professional ethics, and acceptance and implementation of respective department, school and campuswide objectives. (See Support Staff Employee Performance Evaluation Form, Appendix II.)

344 . Permanent Status (Tenure)

344.1 Eligibility

A. A full-time academic employee may be considered for tenure at any time during the probationary period as outlined below.

1. The normal pattern of awarding tenure shall involve the assessment of a faculty member's performance over a period of four successive academic years; for those denied tenure following the fourth probationary year, a fifth year as a terminal notice year shall be awarded.
2. The University President may determine to award a fifth probationary year appointment. Should it be considered by the end of that year that more time is still necessary to evaluate the probationary academic employee for tenure purposes, the President may award a final sixth probationary year appointment. For those denied tenure following the fifth or sixth probationary year, a terminal notice year shall be awarded. A probationary academic employee shall not serve more than seven successive full-time years.
3. The University President in special circumstances may award tenure to any probationary academic employee earlier than the normal probationary period when, following an evaluation of the performance of the faculty member at the university, it is found that such early awarding of tenure is advantageous to the institution. Evaluation and recommendation for early tenure under this provision is to be conducted and submitted for consideration only during the candidate's scheduled evaluation cycle for reappointment. (See Appendix V for Schedule of Deadlines.)
4. If an academic employee is initially appointed to the rank of Professor (Principal Instructor or Principal Vocational Instructor), the employee may be considered for tenure during the first year of employment and shall be considered for tenure during the second year of employment. The employee shall be notified not later than December 15 of the second academic year that one of the following actions will be taken: (1) employment will be terminated at the end of the second academic year; (2) tenure will be granted; or (3) the employee is to receive further evaluation and notice by June 1 of that academic year as to whether the employee will be granted tenure or will be granted a terminal notice year.
5. Notification of award or denial of tenure is made in accordance with 5 Cal. Adm. Code 43566 as follows:
 - a. Notification of all decisions regarding the award or denial of tenure to academic employees shall be in writing and signed by the University President.
 - b. The notice of intention not to award tenure to an academic employee shall be mailed by certified mail, return receipt requested, to the academic employee's last known address, or the notice may be delivered to the academic employee in person who shall acknowledge receipt of the notice in writing. If such notice is delivered to the academic employee and the employee refuses to acknowledge receipt thereof, the person delivering the notice shall make and file with the University President an affidavit of service thereof, which affidavit shall be regarded as equivalent to acknowledgment of receipt of notice.

- c. The awarding of tenure may be accomplished only by notice by the President. Notwithstanding any provision of the Campus Administrative Manual to the contrary, no person shall be deemed to have been awarded tenure because notice is not given or received by the time or in the manner prescribed in the Campus Administrative Manual. Should it occur that no notice is received by the times prescribed in the Campus Administrative Manual, it is the duty of the academic employee concerned to make inquiry to determine the decision of the President, who shall without delay give notice in accordance with this section.

B. Administrative Employees

Administrative employees will be considered for permanent appointment at the time of their third performance evaluation. (See CAM 344.3.)

After serving full time successfully and acceptably for two successive years, and administrative employee becomes a permanent employee on beginning the third year of service subject to reassignment in accordance with Sections 66609 and 89539 of the Education Code.

C. Support Staff Employees

Support staff employees will be considered for permanent appointment at the time of their third performance evaluation. (See CAM 343.3.)

After serving full time successfully and acceptably for one year, a support staff employee becomes a permanent employee on beginning the second year of service.

- D. Successive years of service means continuous service unbroken by the separation and subsequent re-employment of the employee. However, under certain circumstances the school dean may determine that a leave without pay for one year or less for an academic employee may count toward the required service for tenure. (See CAM 387.2,F.) As provided in CAM 314.4,8, up to two years of full-time lectureships may be approved by the school dean as probationary service toward tenure.

344.2

Procedure for Awarding Tenure to Academic Employees (5 Cal. Adm. Code 43560)

- A. Each year by October 1 the Director of Personnel Relations will send lists of all academic personnel eligible to be considered for tenure to department heads, the university library director, deans, and vice presidents. (See CAM 344.1)

The processing of evaluations and recommendations for academic personnel (Counselors, Student Affairs Officers, Librarians, and Academic Administrators) under the Dean of Students, the Executive Vice President, and the Vice President for Academic Affairs is subject to the same procedures and deadlines as outlined in this section. The only exception is that these recommendations of tenure or nontenure are sent for appropriate action to the President by the Dean of Students and the vice presidents. For academic employees serving in academic-administrative assignments, the Administrative Employee Evaluation Form (Appendix III) is used.

- B. Each faculty member subject to evaluation shall update his/her personnel file, using the Faculty Resume Worksheet appearing in CAM Appendix XII as a guide. Department heads will evaluate personnel on their respective lists in accordance with CAM 341.1 and will submit by November 1 the names of recommended and non-recommended personnel. (For first year academic employees being considered for tenure, January 17 is the date for this purpose.) In arriving at a recommendation, the department head will consult tenured members of the department faculty and the results of such consultation must be presented in writing to accompany the recommendation. The consultative evaluation signed by the committee chairperson or the committee members, or as individually signed statements, shall include reasons in sufficient detail to validate the recommendations of the consulted

group. In those instances where the consultative evaluation represents a consensus opinion and is signed by the committee chairperson, the filing of a minority report by committee members whose opinions differ from the views expressed in the majority report is permitted and encouraged. To insure consideration, such a minority report should accompany the majority report at the time it is forwarded to the department head.

- C. Recommendations will be based on teaching performance and/or other professional performance, professional growth and achievement, service to university and community, and such other factors as ability to relate with colleagues, initiative, cooperativeness, dependability, and health. (See Faculty Evaluation Form, Appendix I.)
- D. To be recommended for tenure the employee must be rated during the final probationary year within one of the top two performance categories listed in Section V of the Faculty Evaluation Form. If the department head recommends nontenure, a written invitation shall be sent to the individual to discuss the decision; if an initial recommendation of nontenure is made by the school dean, the individual shall be invited, in writing, to discuss the decision with the dean in the presence of the department head.
- E. School deans, division heads or directors will submit their evaluations and recommendations to the appropriate Vice President or Dean of Students by November 15 for second year personnel; December 5 for personnel with three or more years of probationary service; and January 31 for first year academic employees.
- F. The Vice President for Academic Affairs will submit to the chairperson of the Personnel Review Committee of the Academic Senate by November 19 or December 10 respectively, a list of all nonrecommended personnel for review by the Committee. (February 9 is the date to be used for this purpose for first year faculty who are being considered for tenure.) At the request of the Chairperson of the Personnel Review Committee, a sampling of positive recommendations will be provided. In addition, a list of those individuals who have been recommended for extended probationary periods (with the exception of those where there is no disagreement between recommending levels) will be submitted to the Personnel Review Committee Chairperson.
- G. The Chairperson of the Personnel Review Committee of the Academic Senate will report the results of its review and recommendations to the appropriate Vice President or Dean of Students by December 1 for second year personnel; January 15 for personnel with three or more years of probationary service; February 19 for first year academic employees. The Chairperson will forward to each school dean a copy of that portion of the report pertaining to personnel within their appropriate school.
- H. The appropriate Vice President or Dean of Students will forward his/her recommendations to the University President.
- I. The University President will notify all academic employees:
 - 1. Who are reappointed for the following year with tenure
 - 2. Who are not granted tenure and whose reappointment for the following year constitutes another probationary year appointment
 - 3. Who are not granted tenure and whose reappointment for the following year constitutes a terminal notice year appointment
 - 4. Who are not granted tenure and whose employment is to be terminated at the close of the current year
- J. Twelve-month academic employees are subject to the same tenure provisions and notice dates as academic year employees.

Revised December, 1981

Revised March, 1982

Added December, 1982

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement. Faculty salaries for Summer Quarter are underfunded. The university has appealed to the Chancellor, trustees and legislature for adequate funding and has had no success. In fact, there is little hope for adequate funding since the deficit caused by underfunding is unique to this campus. The three other CSU campuses which have a Summer Quarter use large numbers of lecturers in order to avoid a deficit. The Personnel Policies Committee views this alternative as neither desirable nor viable at Cal Poly. The Summer Quarter must receive a subsidy if it is to continue. The administration has made it clear that the sources in the budget which previously subsidized Summer Quarter are no longer available. Therefore, the Personnel Policies Committee, by a vote of 4-1-1, recommends the following resolution as an emergency measure for Summer Quarter, 1988.

AS-____-88/____

**Emergency
RESOLUTION ON
SUMMER QUARTER FUNDING**

- WHEREAS, Summer Quarter salaries are funded at Associate Professor, Step 12; and
- WHEREAS, Over 80 percent of tenured and tenure-track faculty earn salaries higher than that of an Associate Professor, Step 12; and
- WHEREAS, There is little chance that funding for Summer Quarter salaries will be increased; therefore, be it
- RESOLVED: That Summer Quarter continue to be staffed primarily by tenured and tenure-track Cal Poly faculty; and be it further
- RESOLVED: That any appointment for Summer Quarter, 1988 be made for less than 11 units, and that salaries be calculated on a 15-unit base; i.e., a 9-unit appointment at a given rank would be paid at 9/15 of the salary for that rank; and be it further
- RESOLVED: That a report on the feasibility of continuing Summer Quarter be made to the Senate by the Vice President for Academic Affairs in April, 1988.

Proposed By:
Personnel Policies Committee
January 19, 1988

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement:

Three and a half years ago a modification to the formula for distributing overhead earned on sponsored projects was put in place which froze administrative costs to encourage research activity. The plan was to return more funds to schools, departments, and faculty. In the past few years, there has been an increase in proposal activity and sponsored grants. The number of proposals sent off campus has almost doubled, and Cal Poly's grants have increased from \$2.2 million in AY 1985 to over \$4.4 million in AY 1987.

It is difficult to ascribe this increase to any single cause. A good many other changes were made during that period which were directed to improving grant activity. However, it is understood that an important element in continuing grant activity on campus is the seeding of related work through development activity and small grants. The proposed revision to CAM 543 will support both those ends.

AS-____-86/____

RESOLUTION ON

INDIRECT COSTS UTILIZATION: CAM 543

WHEREAS, An experiment in the distribution of indirect costs earned on sponsored projects was implemented beginning with AY 1985; and

WHEREAS, It has been tested for a three-year period; and

WHEREAS, It is a complicated procedure; and

WHEREAS, It is desirable to simplify the procedure and maintain the value of the original plan; and

WHEREAS, Administrative changes have also occurred which should be reflected in CAM 543; therefore, be it

RESOLVED: That the attached changes to CAM 543 be endorsed and forwarded by the Academic Senate to the President for consideration.

Proposed by: Research Committee
On: November 18, 1987

December 2, 1987

PROPOSED CAM REVISION

543 Indirect Costs--Definition

Indirect costs are defined by the Department of Health and Human Services (DHHS) as those costs incurred in the development, administration, and running of sponsored programs that go over and above the direct costs of any specific project. These costs include expenses for space and facilities, office and laboratory equipment, maintenance, utilities, library use, accounting functions, departmental and school administration, university administration, and program development, as they are incurred on government and privately sponsored research, development, instructional, training, service, and demonstration projects.

The indirect cost rate is negotiated periodically with the DHHS and changes to reflect shifts in costs. Project developers should consult the Research Grants Development Office to determine current rates before discussing indirect costs with prospective sponsors.

543.1 Policy on Indirect Cost Recovery

The university will seek full indirect costs reimbursement for each sponsored activity, whether administered through the university or through the Foundation. Because indirect costs are real expenses, funds recovered through indirect costs reimbursement are not available to provide additional support for the direct expenses of a project.

543.2 Utilization of Indirect Funds

As indirect cost reimbursements for projects administered fiscally either by the university or by the Foundation are accumulated, they may be utilized by the respective business office to pay for the financial administration of the projects according to the approved rate. All other funds shall be placed in appropriate Foundation or university trust accounts designated "Unallocated Overhead," which is to be used for covering associated costs as well as for sharing throughout the university.

543.3 Report on Expenditure of Indirect Costs and Proposed Utilization

At the beginning of each fiscal year (or more frequently if required) the Director of Research Development Associate Vice President for Graduate Studies, Research, and Faculty Development in cooperation with the Vice President for Business Affairs and the Foundation Executive Director will develop a summary statement that will include the following:

- A. Indirect cost income during previous fiscal year, including any balance of unused direct costs reimbursements remaining in the trust accounts.
- B. Charges during the previous fiscal year for:

1. University fiscal administration
2. Foundation fiscal administration and reserves
3. ~~Other, including space reimbursement; professional association dues for the Foundation; fees for partial support of the University Services and the GSU-University Services Program; and so on;~~

C. The Director of Research Development Associate Vice President for Graduate Studies, Research, and Faculty Development will use the above statement as the basis for developing a proposal for the use of unallocated overheads during the current year. The proposal will be developed in consultation with the University Academic Senate Research Committee. Its objective shall be to fund adequately each of the following in priority:

1. ~~Reserves for audit purposes;~~
21. ~~Operating Supplementary budget support for the Research Grants Development Office;~~
32. Reserve for program development/contingency; and
43. Uncommitted funds for use by the university, including funds remaining after the termination of fixed-price contracts.

The above summary statement and proposal will be reviewed and endorsed by the Vice President for Academic Affairs and sent to the President for approval.

543.4 Policy for Maintenance and Utilization of Reserve for Program Development/Contingency

The goal of the reserve for program development/contingency is a level sufficient to assure adequate resources for the continuing support of the research grants development activity. Its use will be restricted generally to costs associated with major proposal development or grant negotiation and to reserves necessary to ensure continuity in funding for the Research Grants Development Office. Recommendations for expenditures are made by the Director of Research Grants Development and approved by the Associate Vice President for Academic Affairs Graduate Studies, Research, and Faculty Development.

543.5 Policy for Allocating Uncommitted Indirect Cost Reimbursements

Uncommitted overhead funds approved for allocation will be distributed in the following manner and for the following purposes. ~~Seventy-five percent of the uncommitted overhead will revert to the dean of the school responsible for securing the grant or contract. The dean may use this money for equipment and supplies, travel, student assistance, or research or project development, subject to the approval of the Vice President for Academic Affairs.~~

~~Twenty-five~~ Sixty percent of uncommitted indirect cost reimbursements will be available to the University Academic Senate Research Committee, which will

solicit proposals from the faculty for research, development, or and other scholarly and creative activities, equipment and supplies, travel to professional meetings, publication costs, or and recommend grants other projects consonant with the educational functions and policies of the university; subject to the approval of the Vice President for Academic Affairs. The program under which the University Academic Senate Research Committee recommends proposals to the Vice President for Academic Affairs is called CARE, for Creative Activity/Research Effort.

~~The ceiling for the distribution of uncommitted overhead to the University Research Committee and deans is set by the Vice President for Academic Affairs upon recommendation of the Director, Research Development.~~

543.6 Policy for Allocating Incremental Indirect Cost Reimbursements

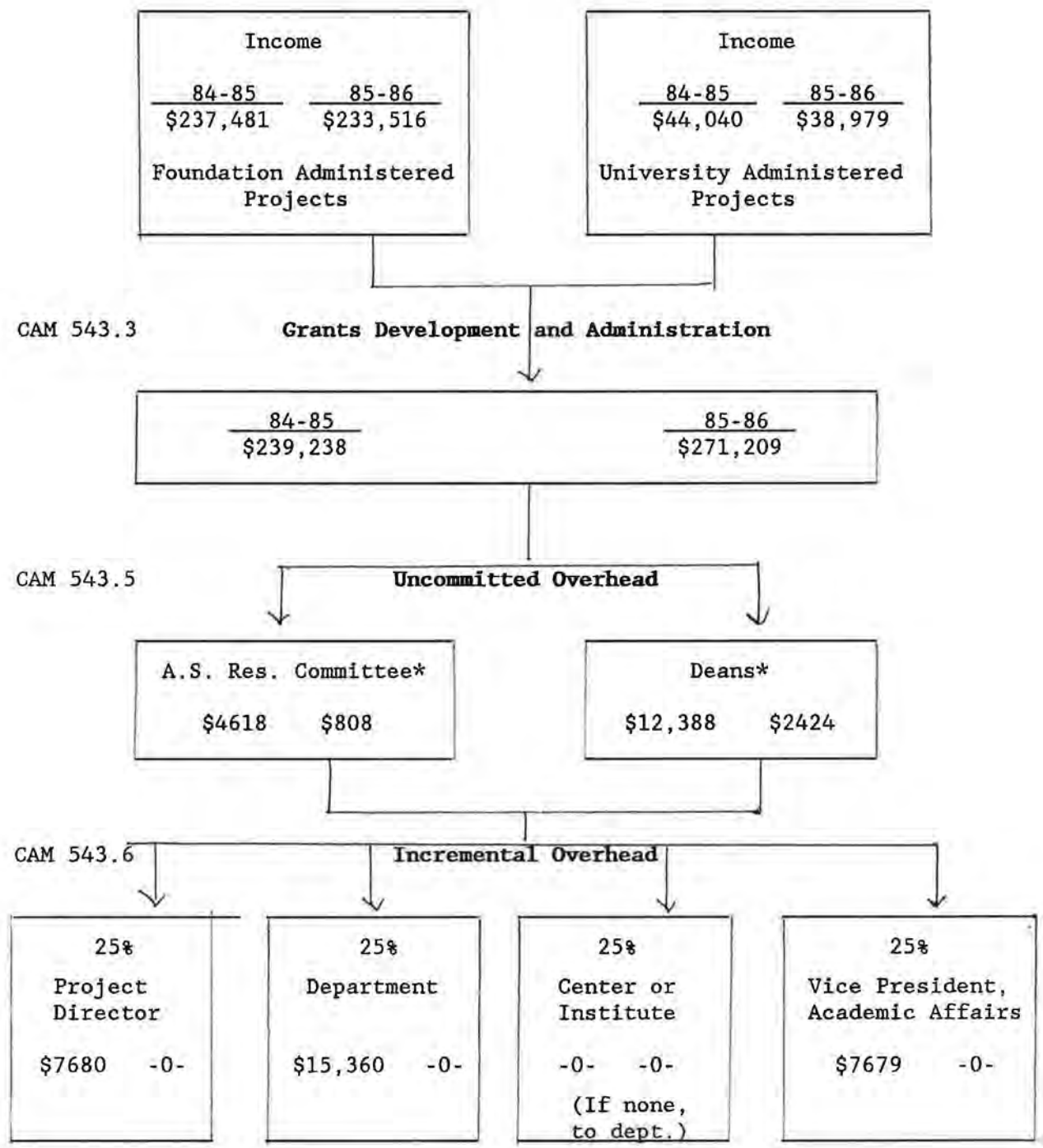
~~Thirty percent of the uncommitted overhead will go to the administrative unit directly sponsoring the project (e.g., department, dean's office, institute, or center). Such These funds are not discretionary, but are restricted funds, intended to be used to reinforce and foster such activities as those that led to the grant that earned them. These activities may include, but are not limited to, support for research assistants, equipment, travel to attend professional meetings, books and journals, and society memberships.~~

~~Remaining indirect costs, called incremental overhead, are distributed according to the following formula: 25% Ten percent will go to the individual project director for professional development activities, ; 25% to the department for the promotion of sponsored activities; 25% to the sponsoring unit (institute or center or, if none, the department) for similar activities; and 25% to the Vice President for Academic Affairs' Office.~~

Nov - Jan 1986-88

EXHIBIT A

Overhead Utilization: CAM 543 Present Formula

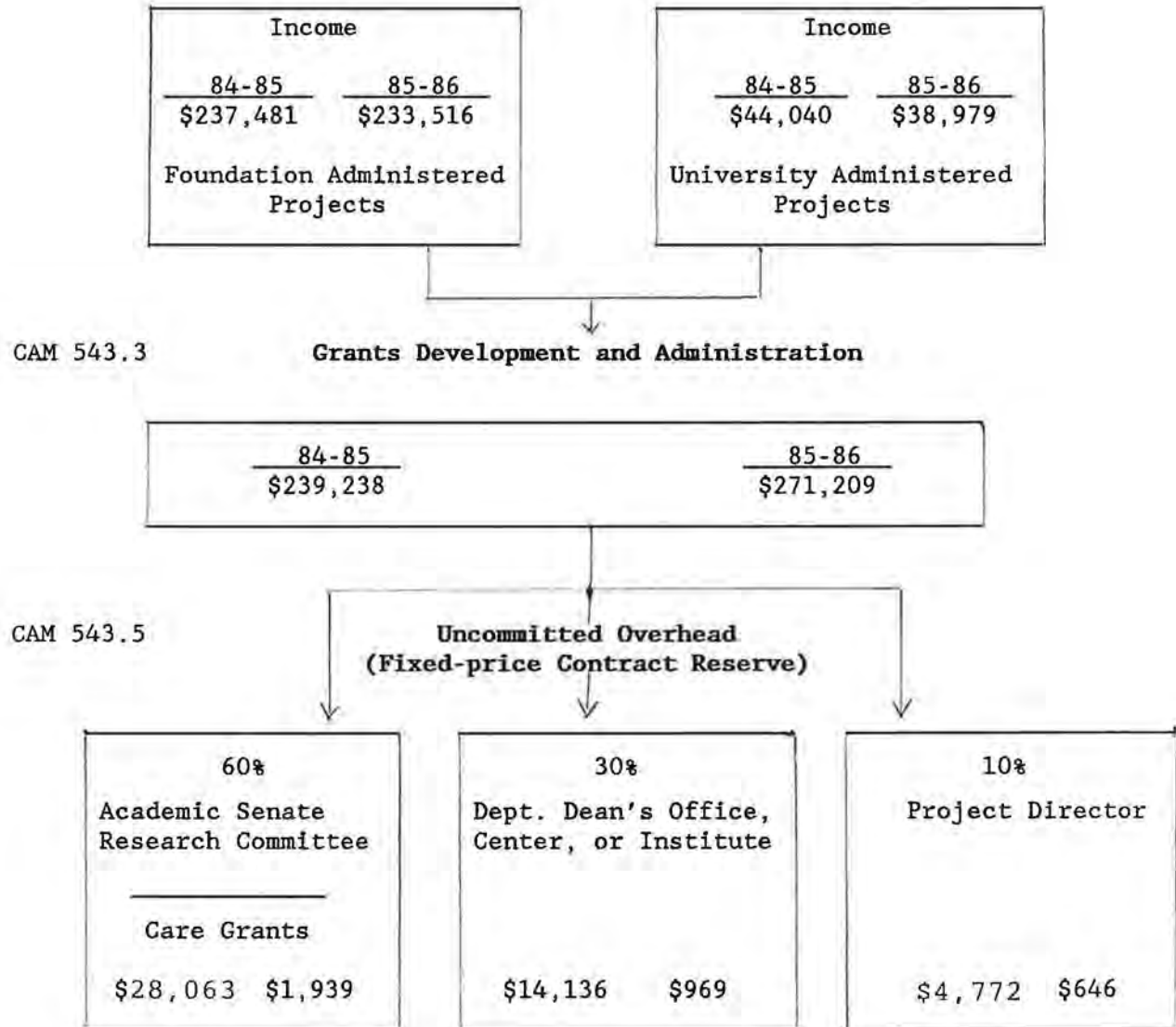


*Fixed price reserve included for ASRC and Deans.

Simon - Jan 1, 26, 88

EXHIBIT B

Overhead Utilization: CAM 543 Effect of New Formula if Used 1984-85 and 1985-86



Jan 126.88

SUBSTITUTE RESOLUTION

withdrawn

RESOLUTION ON
CONSULTATIVE PROCEDURES FOR FACULTY POSITION CONTROLS

- WHEREAS, The spirit of collegiality is premised on faculty consultation regarding matters that directly affect faculty affairs; and
- WHEREAS, There may be circumstances arising in the future which will necessitate changes from past practices in staffing; therefore, be it
- RESOLVED: That the Academic Senate recommends that full consultation be conducted with the Academic Senate, faculty in the affected school(s), and faculty in the affected department(s) regarding the changes proposed by the Administration, and that such consultation be in the spirit of collegiality.

FACULTY EVALUATIONS

INFORMATION PROVIDED BY:

A.S.I. STUDENT ACADEMIC SENATE TASK FORCE

AND

A.S.I. SPECIAL PROJECTS TASK FORCE

STANDARDS FOR EDUCATION

Cal Poly is committed to excellence in instruction and quality in learning.

"Excellence in teaching is the primary goal of the faculty of Cal Poly, San Luis Obispo" (page 2)

*ACCORDING TO THE ACADEMIC SENATE ON MAY 11, 1982
RESOLUTION ON THE ROLE OF PROFESSIONAL GROWTH AND DEVELOPMENT AT CAL POLY*

"Effective teaching is essential to maintaining a quality undergraduate program "

*ACCORDING TO THE ACADEMIC SENATE ON APRIL 8, 1986
RESOLUTION ON THE PROPOSAL FOR THE SUPPORT AND MAINTENANCE OF AN EXCELLENCE IN TEACHING PROGRAM AT CALIFORNIA POLYTECHNIC STATE UNIVERSITY.*

We can always improve upon these standards. Therefore, we need improved instruction and learning.

"...there will always be a need to improve instructional skills."

*ACCORDING TO THE ACADEMIC SENATE , AD HOC COMMITTEE, ON MAY 4, 1987
PREAMBLE TO REPORT ON MEASURES OF EFFECTIVENESS ON INSTRUCTION"*

The Academic Senate, Ad Hoc Committee, has addressed these issues.

"We have agreed about four areas where we can offer recommendations for specific action pertaining to the evaluation and improvement of instruction. These are:

- 1. Course examinations*
- 2. Standardized comprehensive examinations*
- 3. Survey of graduates and employers*
- 4. Peer and student evaluation"*

*ACCORDING TO THE ACADEMIC SENATE , AD HOC COMMITTEE, ON MAY 4, 1987.
"MEASURES FOR THE EVALUATION OF INSTRUCTION"*

As of now, Cal Poly has chosen course examinations and peer and student evaluations as a means of feedback for measurement and improvement at Cal Poly.

AN ACCEPTABLE EVALUATION INSTRUMENT

*ACCORDING TO THE ACADEMIC SENATE , AD HOC COMMITTEE ON MAY 4,1987
"MEASURES FOR THE EVALUATION OF INSTRUCTION"*

"Therefore we recommend that the evaluation instrument include:

- 1) a quantifiable element*
- 2) a significant percentage that is common across the school or university"*
- 3) some means of evaluating the internal consistency and responsibility of the respondents,*
- 4) some means of correlating it with the peer evaluation."*

AN ACCEPTABLE SYSTEM FOR EVALUATION

We have determined that an acceptable criteria for assessing an evaluation instrument contains the following elements:

1. Reliable

This is associated with the Academic senates reccomendations

2. Affordable

In terms of monetary expense

In terms of the class time taken for the evaluation

3. Administratively feasible

The way in which the test is administered

4. Effective

In terms of the University on a comprehensive level

OUR CURRENT SYSTEM

Reliability

Most evaluations include a written and objective sections in their faculty evaluations. Evaluations are written by the dean or the department. We did not discover any evaluations that contain significant quantifiable elements or percentage values.

Affordability

Monetary expenses are absorbed by each department. The time the evaluations take in class and processing time varies from department to department.

Administration

All evaluations are administrated in the classroom by teachers or student assistants.

Effectiveness

Evaluations vary in effectiveness because of their nonuniformity. Feedback is given to the instructor in most cases. We noted that there is no consistency in the evaluations on a university wide scale. Because of the lack of statistical reliability the effectiveness is extremely limited

WE HAVE CONCLUDED THAT THERE IS A NEED TO IMPROVE UPON THE CURRENT SYSTEM

DEVELOPING A NEW SYSTEM FOR EVALUATION

Reliability

A can be made as reliable as desired as long as we can pay for it and get the expertise that we need to create the evaluation. The evaluation would be limited in that it would be an untested program.

Affordability

Development of the instrument	unknown
Paper costs	not determined (currently absorbed by department)
Test forms and processing (based on 60,000)	\$29,300 minimum
Interpretation and evaluation	unknown
Development of evaluation center (including full-time staff)	thousands of dollars

Administration

All evaluations would be administrated in the classroom by teachers of student assistants (same as current system)

Effectiveness

This relates to the issue of reliability. It could be effective on all measurements of acceptable criteria as specified by the academic senate if affordable.

ADOPTING THE STUDENT INSTRUCTIONAL REPORT (SIR)

*The SIR is a system of evaluation that is put out by Educational Testing Services.

Reliability

SIR has been consistently tested through time. The questions have been proven to be statistically reliable (refer to Table 1) with the appropriate sample size. SIR complies with the recommended standards for instruments set by Academic Senate

Affordability

The cost of the new system is \$29,300 based on the report from the A.S.I. Business Office. There is the potential for additional auxiliary costs in envelopes and other office supplies, however, they are currently covered by the department and Cal Poly Administration. (See report).

Administration

The SIR would be administrated along the same lines as the current system.

Effectiveness

The effectiveness relates to the proven reliability.

COLLEGES/UNIVERSITIES USING SIR

371 Colleges/Universities in the United States use SIR.

21 Colleges/Universities in California use SIR.

4 In the CSU System: *	CSU Long Beach	(University Wide)
	CSU Northridge	(School of Business Admin.)
	CSU Sacramento	(School of Business Admin.)
	CSU Sonoma	(Management Department)

***ACCORDING TO DR. CUNNINGHAM, THE ACADEMIC SENATE CHAIRMAN FOR CALIFORNIA STATE UNIVERSITY AT LONG BEACH (29 YEAR FULL-TIME FACULTY MEMBER):**

"SIR offers the opportunity to have the ideal form of evaluation of faculty by containing both the objective aspect of quantifiable measured questions and a section for questions to be asked by individual department to accomodate for specialized type courses and fields of study. In essence, I feel this form (SIR) satisfies all our needs across the university."

CONCLUSION

WE HAVE DETERMINED THAT THE STUDENT INSTRUCTIONAL REPORT (PROVIDED BY ETS) IS THE MOST EFFECTIVE AND WORKABLE CHOICE BETWEEN THE TWO SYSTEMS BASED ON THIS CRITERIA.

STUDENT INSTRUCTIONAL REPORT

This questionnaire gives you an opportunity to express anonymously your views of this course and the way it has been taught. Indicate the response closest to your view by blackening the appropriate circle. Use a soft lead pencil (No. 2) for all responses to the questionnaire. Do not use a pen (ink, ball-point, or felt-tip).

SIR Report Number

--	--	--	--

SECTION I. Items 1-20. Blacken one response number for each question.

- NA (0) = Not Applicable or don't know. The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.
- SA (4) = Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.
- A (3) = Agree. You agree more than you disagree with the statement as it applies to this course or instructor.
- D (2) = Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.
- SD (1) = Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

	NA	SA	A	D	SD
1. The instructor's objectives for the course have been made clear	0	4	3	2	1
2. There was considerable agreement between the announced objectives of the course and what was actually taught	0	4	3	2	1
3. The instructor used class time well	0	4	3	2	1
4. The instructor was readily available for consultation with students	0	4	3	2	1
5. The instructor seemed to know when students didn't understand the material	0	4	3	2	1
6. Lectures were too repetitive of what was in the textbook(s)	0	4	3	2	1
7. The instructor encouraged students to think for themselves	0	4	3	2	1
8. The instructor seemed genuinely concerned with students' progress and was actively helpful	0	4	3	2	1
9. The instructor made helpful comments on papers or exams	0	4	3	2	1
10. The instructor raised challenging questions or problems for discussion	0	4	3	2	1
11. In this class I felt free to ask questions or express my opinions	0	4	3	2	1
12. The instructor was well prepared for each class	0	4	3	2	1
13. The instructor told students how they would be evaluated in the course	0	4	3	2	1
14. The instructor summarized or emphasized major points in lectures or discussions	0	4	3	2	1
15. My interest in the subject area has been stimulated by this course	0	4	3	2	1
16. The scope of the course has been too limited; not enough material has been covered	0	4	3	2	1
17. Examinations reflected the important aspects of the course	0	4	3	2	1
18. I have been putting a good deal of effort into this course	0	4	3	2	1
19. The instructor was open to other viewpoints	0	4	3	2	1
20. In my opinion, the instructor has accomplished (is accomplishing) his or her objectives for the course	0	4	3	2	1

SECTION II. Items 21-31. Blacken one response number for each question.

- | | |
|---|---|
| <p>21. For my preparation and ability, the level of difficulty of this course was:</p> <p>① Very elementary ④ Somewhat difficult</p> <p>② Somewhat elementary ⑤ Very difficult</p> <p>③ About right</p> | <p>23. For me, the pace at which the instructor covered the material during the term was:</p> <p>① Very slow ④ Somewhat fast</p> <p>② Somewhat slow ⑤ Very fast</p> <p>③ Just about right</p> |
| <p>22. The work load for this course in relation to other courses of equal credit was:</p> <p>① Much lighter ④ Heavier</p> <p>② Lighter ⑤ Much heavier</p> <p>③ About the same</p> | <p>24. To what extent did the instructor use examples or illustrations to help clarify the material?</p> <p>④ Frequently ② Seldom</p> <p>③ Occasionally ① Never</p> |

Questionnaire continued on the other side

25. Was class size satisfactory for the method of conducting the class?

- ① Yes, most of the time ③ No, class was too small
② No, class was too large ④ It didn't make any difference one way or the other

26. Which one of the following best describes this course for you?

- ① Major requirement or elective within major field ③ College requirement but not part of my major or minor field
② Minor requirement or required elective outside major field ④ Elective not required in any way
⑤ Other

27. Which one of the following was your most important reason for selecting this course?

- ① Friend(s) recommended it
② Faculty advisor's recommendation
③ Teacher's excellent reputation
④ Thought I could make a good grade
⑤ Could use pass/no credit option
⑥ It was required
⑦ Subject was of interest
⑧ Other

28. What grade do you expect to receive in this course?

- ① A ⑤ Fail
② B ⑥ Pass
③ C ⑦ No credit
④ D ⑧ Other

29. What is your approximate cumulative grade-point average?

- ① 3.50-4.00 ⑥ 1.00-1.49
② 3.00-3.49 ⑦ Less than 1.00
③ 2.50-2.99 ⑧ None yet - first year or transfer
④ 2.00-2.49
⑤ 1.50-1.99

30. What is your class level?

- ① Freshman ④ Senior
② Sophomore ⑤ Graduate
③ Junior ⑥ Other

31. Sex:

- ① Female
② Male

SECTION III. Items 32-39. Blacken one response number for each question.

- | | Not applicable, don't know, or there were none | Excellent | Good | Satisfactory | Fair | Poor |
|--|--|-----------|------|--------------|------|------|
| 32. Overall, I would rate the textbook(s) | ① | ⑤ | ④ | ③ | ② | ① |
| 33. Overall, I would rate the supplementary readings | ① | ⑤ | ④ | ③ | ② | ① |
| 34. Overall, I would rate the quality of the exams | ① | ⑤ | ④ | ③ | ② | ① |
| 35. I would rate the general quality of the lectures | ① | ⑤ | ④ | ③ | ② | ① |
| 36. I would rate the overall value of class discussions | ① | ⑤ | ④ | ③ | ② | ① |
| 37. Overall, I would rate the laboratories | ① | ⑤ | ④ | ③ | ② | ① |
| 38. I would rate the overall value of this course to me as | ① | ⑤ | ④ | ③ | ② | ① |

39. How would you rate the quality of instruction in this course? (Try to set aside your feelings about the course itself.) Blacken one response number.

- Excellent Good About Average Fair Poor
⑤ ④ ③ ② ①

SECTION IV. Items 40-49. If the instructor provided supplementary questions and response options, use this section for responding. Blacken only one response number for each question.

- | NA | | NA | | NA | |
|-------|-----------------|-------|-----------------|-------|-----------------|
| 40. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 44. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 48. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ |
| 41. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 45. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 49. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ |
| 42. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 46. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | | |
| 43. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | 47. ① | ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ | | |

If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? PLEASE GIVE THESE COMMENTS TO THE INSTRUCTOR.

If you have any comments, suggestions, or complaints about this questionnaire (for example, the content or responses available), please send them to: Student Instructional Report, Educational Testing Service, Princeton, New Jersey 08541.

Table 1

Reliability of the Student Instructional Report Items

Item Number (SIR End-of-Semester Form)	Estimated reliability for the following number of individuals in each class					
	5	10	15	20	25	35
1	.39	.56	.66	.72	.76	.82
2	.37	.54	.64	.71	.75	.81
3	.50	.67	.75	.80	.83	.88
4	.49	.66	.74	.79	.83	.87
5	.56	.72	.80	.84	.87	.90
6	.50	.66	.75	.80	.83	.87
7	.47	.64	.72	.78	.81	.86
8	.69	.82	.87	.90	.92	.94
9	.39	.56	.66	.72	.76	.82
10	.37	.54	.64	.71	.75	.81
11	.50	.67	.75	.80	.83	.88
12	.49	.66	.74	.79	.83	.87
13	.56	.72	.80	.84	.87	.90
14	.50	.66	.75	.80	.83	.87
15	.47	.64	.72	.78	.81	.86
16	.69	.82	.87	.90	.92	.94
17	.71	.83	.88	.91	.93	.95
18	.57	.73	.80	.84	.87	.90
19	.52	.68	.76	.81	.84	.88
20	.58	.74	.81	.85	.88	.91
21	.31	.47	.57	.64	.69	.76
22	.45	.63	.71	.77	.81	.85
23	.57	.72	.80	.84	.87	.90
24	.28	.44	.54	.61	.66	.73
32	.66	.79	.85	.88	.91	.93
34	.59	.74	.81	.85	.88	.91
35	.58	.74	.81	.85	.87	.91
36	.59	.74	.81	.85	.88	.91
38	.55	.71	.79	.83	.86	.90
39	.65	.78	.85	.88	.90	.93



STUDENT INSTRUCTIONAL REPORT

ETS COLLEGE AND UNIVERSITY PROGRAMS
PRINCETON, NEW JERSEY 08541

Instructor A
0922 1

All response summaries are a
PERCENTAGE of the total
number responding, which is:
16

CLASS ENROLLMENT	ADMIN. DATE	SIR REPORT NO.	BATCH NUMBER
022	0880	43176	4378

1

COURSE ORGANIZATION AND PLANNING		Omits	Not Applicable	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Mean*	Decile Equivalent ***	
1. The instructor's objectives for the course have been made clear.		0	0	63	38	0	0	3.63	80	
2. There was considerable agreement between the announced course objectives and what was actually taught.		0	0	63	38	0	0	3.63	90	
3. The instructor used class time well.		0	0	56	38	6	0	3.50	70	
12. The instructor was well-prepared for each class.		0	0	75	19	6	0	3.69	80	
13. The instructor told students how they would be evaluated in the course.		0	0	63	38	0	0	3.63	90	
14. The instructor summarized or emphasized major points in lectures or discussions.		0	0	56	44	0	0	3.56	80	
20. In my opinion, the instructor has accomplished (is accomplishing) his or her objectives for the course.		0	0	69	31	0	0	3.69	90	
FACULTY/STUDENT INTERACTION		Omits	Not Applicable	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Mean*	Decile Equivalent ***	
4. The instructor was readily available for consultation with students.		0	0	75	25	0	0	3.75	90	
5. The instructor seemed to know when students didn't understand the material.		0	0	44	44	6	0	3.40	80	
8. The instructor seemed genuinely concerned with students' progress and was actively helpful.		0	0	56	44	0	0	3.56	80	
9. The instructor made helpful comments on papers or exams.		6	50	25	13	6	0	---	---	
11. In this class I felt free to ask questions or express my opinions.		0	0	61	19	0	0	3.81	90	
19. The instructor was open to other viewpoints.		0	0	50	50	0	0	3.50	80	
COMMUNICATION		Omits	Not Applicable	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Mean*	Decile Equivalent ***	
6. Lectures were too repetitive of what was in the textbook(s).		0	0	6	0	50	44	1.69	20	
17. The instructor encouraged students to think for themselves.		0	0	61	19	0	0	3.81	90	
10. The instructor raised challenging questions or problems for discussion.		0	0	61	19	0	0	3.81	90	
18. The scope of the course has been too limited; not enough material has been covered.		0	0	6	0	50	44	1.69	30	
24. To what extent did the instructor use examples or illustrations to help clarify the material?		Omits		4 Frequently	3 Occasionally	2 Seldom	1 Never	Mean*	Decile Equivalent ***	
		0		61	13	6	0	3.75	70	
35. I would rate the general quality of the lectures:		Omits	Not Applicable	5 Excellent	4 Good	3 Satisfactory	2 Fair	1 Poor	Mean*	Decile Equivalent ***
		0	0	56	44	0	0	0	4.56	90
COURSE DIFFICULTY AND WORKLOAD		Omits	1 Very Elementary	2 Somewhat Elementary	3 About Right	4 Somewhat Difficult	5 Very Difficult	No means are calculated. The middle response generally is the preferred one for items 21, 22, and 23.		
21. For my preparation and ability, the level of difficulty of this course was:		0	0	6	88	6	0			
22. The workload for this course in relation to other courses of equal credit was:		Omits	1 Much Lighter	2 Lighter	3 About the Same	4 Heavier	5 Much Heavier			
		0	0	13	69	19	0			
23. For me, the pace at which the instructor covered the material during the term was:		Omits	1 Very Slow	2 Somewhat Slow	3 Just About Right	4 Somewhat Fast	5 Very Fast			
		0	0	0	69	25	6			
TEXTBOOKS AND READINGS		Omits	Not Applicable	5 Excellent	4 Good	3 Satisfactory	2 Fair	1 Poor	Mean*	Decile Equivalent ***
32. Overall, I would rate the textbook(s):		0	0	0	100	0	0	0	4.00	80
33. Overall, I would rate the supplementary readings:		6	44	6	38	6	0	0	4.00	80
TESTS AND EXAMS		Omits	Not Applicable	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Mean*	Decile Equivalent ***	
17. Examinations reflected the important aspects of the course.		13	63	13	13	0	0	---	---	
34. Overall, I would rate the quality of the exams:		Omits	Not applicable, don't know, were none	5 Excellent	4 Good	3 Satisfactory	2 Fair	1 Poor	Mean*	Decile Equivalent ***
		6	69	6	19	0	0	0	---	---
OVERALL EVALUATIONS (Also see items 32, 33, 34, and 35 above.)		Omits	Not Applicable	5 Excellent	4 Good	3 Satisfactory	2 Fair	1 Poor	Mean*	Decile Equivalent ***
36. I would rate the overall value of class discussions:		0	0	50	50	0	0	0	4.50	90
37. Overall, I would rate the laboratories:		13	88	0	0	0	0	0	---	---
38. I would rate the overall value of this course to me as:		0	0	44	50	6	0	0	4.38	90
39. How would you rate the quality of instruction in this course?		Omits	5 Excellent	4 Good	3 About Average	2 Fair	1 Poor	Mean*	Decile Equivalent ***	
		0	44	44	13	0	0	4.31	80	
ITEMS NOT IN ANY CATEGORIES		Omits	Not Applicable	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Mean*	Decile Equivalent ***	
15. My interest in the subject area has been stimulated by this course.		0	0	50	44	6	0	3.44	80	
18. I have been putting a good deal of effort into this course.		0	0	5	88	6	0	3.00	30	

* OMITTS and NOT APPLICABLE responses are excluded in computing mean.

** See reverse side for discussion of items 6 and 18.

*** Deciles based on appropriate two-year or four-year college comparative data. See reverse side.

† Items 7 and 10 apply also to Faculty/Student Interaction.

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These two pages contain a sample of the SIR classroom report that is produced for an individual instructor. The actual report, which is on two 11" x 11" pages, has been reduced by about 30 percent for this sample.

Page 1

On page 1 the SIR items are grouped by similarity of content - Course Organization and Planning, Faculty/Student Interaction, etc. - rather than in the order in which they appear in the questionnaire. The percent responding to each alternative to each item is given, along with the mean response for each item, and a decile equivalent for the mean. Means and decile equivalents are not computed for an item if over 50 percent of the respondents either omit an item or mark it not applicable. Identifying information for the class is given at the top of the page.

The back of page 1 contains comparative data tables that show the means for each item distributed by decile. Tables are provided both for two-year colleges and for four-year colleges and universities.



STUDENT INSTRUCTIONAL REPORT

ETS COLLEGE AND UNIVERSITY PROGRAMS
PRINCETON, NEW JERSEY 08541

All response summaries are a
PERCENTAGE of the total
number responding, which is:
33

CLASS ENROLLMENT	ADMIN. DATE	SIR REPORT NO.	BATCH NUMBER
034	0479	96726	8130

2

STUDENT AND COURSE DESCRIPTIVE ITEMS		Omits	Yes, Most of the time	No, class was too large	No, class was too small	It didn't make any difference		
25. Was class size satisfactory for the method of conducting the class?		0	55	15	0	30		
Which one of the following best describes this course for you?		Omits	Major requirement or elective within major field	Minor requirement or required elective outside major field	College requirement but not part of my major or minor field	Elective not required in any way	Other	
		0	30	27	21	16	3	
27. Which one of the following was your most important reason for selecting this course?		Omits	Friends recommended it	Faculty advisors recommended it	Teacher's excellent reputation	Thought I could make a good grade	Could use pass/no credit option	If was required
		0	5	0	30	0	0	15
28. What grade do you expect to receive in this course?		Omits	A	B	C	D	Fail	Pass
		0	30	45	16	0	3	0
29. What is your approximate cumulative grade-point average?		Omits	3.50 - 4.00	3.00 - 3.49	2.50 - 2.99	2.00 - 2.49	1.50 - 1.99	1.00 - 1.49
		0	27	36	27	9	0	0
30. What is your class level?		Omits	Freshman	Sophomore	Junior	Senior	Graduate	Other
		0	0	15	42	39	0	3

LOCAL OPTION ITEMS		Omits	Not Applicable	1	2	3	4	5	6	7	8	9
40.												
41.												
42.												
43.												
44.												
45.												
46.												
47.												
48.												
49.												

COURSE ORGANIZATION AND PLANNING (includes items: 1, 2, 3, 12, 13, 14, 20)

This factor describes the extent to which a teacher makes course objectives clear to students, teaches toward these objectives, and, according to students, is accomplishing the objectives. Higher scores also suggest a well-organized teacher who prepares for each class, summarizes the major points in lectures or discussions, and tells students how they will be evaluated.

0	10%	20%	30%	40%	50%	60%	70%	X 80%	90%	100%
---	-----	-----	-----	-----	-----	-----	-----	-------	-----	------

FACTOR SCORE: 11.37
(SCORE RANGE: 3.72 to 12.22)

FACULTY/STUDENT INTERACTION (includes items: 4, 5, 7, 8, 9, 10, 11, 19) †

This dimension reflects an instructor who is concerned with student progress in the course and seems aware of when students need help. Students feel free to ask questions and to consult with the teacher. Teachers with higher scores are seen as open-minded, challenging, and helpful to students.

0	10%	20%	30%	40%	50%	X 60%	70%	80%	90%	100%
---	-----	-----	-----	-----	-----	-------	-----	-----	-----	------

FACTOR SCORE: 10.24
(SCORE RANGE: 4.44 to 12.39)

COMMUNICATION (includes items: 6, 7, 10, 24, 35) †

Good communication means, according to the items in this dimension, that the teacher's lectures are not overly repetitive of textbook material. Instructors raise challenging questions or problems for discussion, and they use examples or illustrations to help clarify course materials. These characteristics encourage students to think for themselves and, in general, result in lectures of high quality, according to students.

0	10%	20%	30%	40%	50%	60%	70%	X 80%	90%	100%
---	-----	-----	-----	-----	-----	-----	-----	-------	-----	------

FACTOR SCORE: 10.94
(SCORE RANGE: 4.59 to 13.03)

COURSE DIFFICULTY AND WORKLOAD (includes items: 21, 22, 23)

Higher scores on this factor indicate that the difficulty level, workload, and pace of the course are viewed generally by students as about right. Teachers who receive lower scores should go back to the original items to determine whether students see the course as too easy or too difficult or the pace as very slow vs. very fast.

0	10%	20%	30%	X 40%	50%	60%	70%	80%	90%	100%
---	-----	-----	-----	-------	-----	-----	-----	-----	-----	------

FACTOR SCORE: 9.97
(SCORE RANGE: 4.17 to 12.48)

TEXTBOOKS AND READINGS (includes items: 32, 33)

This factor summarizes the extent to which students give favorable ratings to the textbook and supplementary readings. Teachers with lower ratings may want to interview students or to include additional questions of their own the next time they administer SIR to determine which supplementary readings are rated poorly or which aspects of the textbook the students did not like.

0	10%	20%	30%	40%	50%	60%	70%	80%	X 90%	100%
---	-----	-----	-----	-----	-----	-----	-----	-----	-------	------

FACTOR SCORE: 12.19
(SCORE RANGE: 2.93 to 13.42)

TESTS AND EXAMS (includes items: 17, 34)

This factor represents the extent to which students rate course examinations favorably and think that the exams deal with important aspects of the course. Teachers with lower scores will need to determine which other features of the examinations need improving; possibilities include questions that are too vague, exams that are too long or too difficult, and grading that is inconsistent or unrealistic.

0	10%	20%	30%	40%	50%	60%	70%	X 80%	90%	100%
---	-----	-----	-----	-----	-----	-----	-----	-------	-----	------

FACTOR SCORE: 11.24
(SCORE RANGE: 4.26 to 13.00)

† Items 7 and 10 apply to both Faculty/Student Interaction and to Communication. See the discussion of factor scores on the reverse side of this report.

Page Two

The top half of page 2 of a classroom report contains responses to the student and course descriptive items and to the locally written items, if they were used. The remainder of the page has information about the six factors, or "dimensions of teaching", identified in the Student Instructional Report. Identifying information for the class is repeated at the top of the page.

In the factor section (the bottom half of the page), descriptions of each factor are given on the left. On the right, for each factor, is a factor score, the score range, and (on the shaded band) the decile equivalent for each score. The decile equivalents are based on appropriate two-year or four-year comparative data.

The back of page 2 contains information that is important to the interpretation of an SIR classroom report and a list of publications concerning evaluation of teaching.

C Comparative Data Tables

The comparative data in the tables on this page were compiled from SIR administrations at two-year colleges and technical institutions and at four-year colleges and universities in the United States and Canada. All item means are distributed at decile intervals and are displayed in numerical order, not

grouped by factors. The center column contains the 50th percentile or *median* — that is, for each item half the class means are higher and half are lower than the one in the center column. Similarly, in the 70th percentile column, 30 percent of the class means for each item are higher and 70 percent are

lower, whereas, in the 30th percentile column, 70 percent of the class means for each item are higher and 30 percent are lower.

Comparative data are updated every two years by type of college.

Comparative Data for Two-Year Colleges and Technical Institutions
Distribution of the Means by Deciles

(Based on responses from 90,700 students in 4,954 classes, 1979-82)

Item	90%	80%	70%	60%	Median 50%	40%	30%	20%	10%	Mean	S.D.
1.	3.60	3.71	3.64	3.57	3.50	3.44	3.36	3.25	3.18	3.47	.29
2.	3.71	3.62	3.54	3.47	3.40	3.33	3.25	3.17	3.00	3.37	.29
3.	3.80	3.71	3.63	3.55	3.48	3.40	3.30	3.18	3.00	3.42	.35
12.	3.83	3.74	3.67	3.60	3.53	3.45	3.38	3.27	3.09	3.48	.31
13.	3.75	3.67	3.58	3.53	3.46	3.39	3.32	3.22	3.07	3.43	.27
14.	3.75	3.65	3.58	3.52	3.45	3.38	3.31	3.21	3.07	3.42	.28
20.	3.80	3.71	3.63	3.56	3.50	3.42	3.33	3.22	3.06	3.45	.32
4.	3.79	3.69	3.62	3.55	3.47	3.40	3.33	3.22	3.07	3.44	.29
5.	3.61	3.50	3.40	3.31	3.24	3.16	3.06	2.94	2.74	3.20	.35
8.	3.77	3.65	3.56	3.47	3.40	3.31	3.21	3.08	2.91	3.36	.35
9.	3.65	3.50	3.41	3.31	3.21	3.11	3.00	2.86	2.65	3.17	.40
11.	3.80	3.70	3.63	3.56	3.50	3.43	3.36	3.26	3.11	3.46	.29
19.	3.67	3.56	3.48	3.41	3.33	3.27	3.20	3.10	2.94	3.32	.30
**8.	2.65	2.43	2.29	2.18	2.10	2.00	1.93	1.82	1.69	2.14	.41
7.	3.70	3.58	3.50	3.43	3.36	3.30	3.23	3.14	3.00	3.35	.27
10.	3.64	3.50	3.42	3.33	3.26	3.18	3.10	3.00	2.80	3.23	.33
**16.	2.36	2.15	2.05	1.95	1.88	1.80	1.73	1.64	1.54	1.93	.37
24.	3.90	3.83	3.76	3.70	3.63	3.57	3.48	3.36	3.20	3.58	.29
35.	4.63	4.49	4.33	4.21	4.08	4.00	3.82	3.63	3.29	4.01	.53

For items 21-23, the third response is the "preferred" one.

32.	4.36	4.20	4.06	3.94	3.82	3.69	3.54	3.35	3.00	3.74	.51
33.	4.25	4.00	3.94	3.82	3.70	3.58	3.46	3.29	3.00	3.66	.51
17.	3.57	3.46	3.38	3.30	3.24	3.17	3.08	3.00	2.80	3.20	.34
34.	4.33	4.16	4.04	3.94	3.84	3.73	3.60	3.42	3.15	3.78	.49
36.	4.53	4.36	4.21	4.10	4.00	3.85	3.70	3.50	3.22	3.91	.53
37.	4.53	4.33	4.00	4.00	3.80	3.60	3.40	3.00	2.73	3.69	.74
38.	4.61	4.45	4.33	4.21	4.10	4.00	3.85	3.67	3.42	4.04	.49
*39.	4.67	4.35	4.42	4.29	4.17	4.06	3.88	3.70	3.32	4.07	.57
15.	3.67	3.52	3.42	3.32	3.23	3.13	3.00	2.87	2.67	3.18	.40
18.	3.61	3.50	3.42	3.33	3.27	3.20	3.13	3.04	2.90	3.26	.28

For items 25-31, means are not appropriate and are not computed.

Comparative Data for Four-Year Colleges and Universities
Distribution of the Means by Deciles
(Based on responses from 65,560 students in 7,418 classes 1979-1982)

Item	90%	80%	70%	60%	Median 50%	40%	30%	20%	10%	Mean	S.D.
1.	3.73	3.63	3.54	3.47	3.39	3.31	3.22	3.11	2.93	3.35	.33
2.	3.68	3.57	3.50	3.41	3.33	3.25	3.16	3.05	2.88	3.29	.34
3.	3.75	3.64	3.55	3.45	3.36	3.25	3.13	3.00	2.73	3.28	.42
12.	3.81	3.72	3.64	3.56	3.48	3.40	3.29	3.15	2.94	3.42	.37
13.	3.70	3.60	3.53	3.45	3.39	3.31	3.24	3.14	3.00	3.35	.30
14.	3.69	3.58	3.50	3.42	3.33	3.26	3.17	3.05	2.86	3.30	.33
20.	3.71	3.62	3.53	3.45	3.36	3.28	3.18	3.06	2.85	3.31	.36
4.	3.72	3.62	3.54	3.46	3.39	3.31	3.22	3.11	2.95	3.35	.32
5.	3.50	3.38	3.27	3.18	3.09	3.00	2.88	2.74	2.50	3.04	.39
8.	3.71	3.57	3.45	3.36	3.27	3.18	3.08	2.94	2.71	3.24	.39
9.	3.56	3.39	3.26	3.13	3.00	2.91	2.80	2.67	2.42	3.01	.44
11.	3.73	3.63	3.54	3.45	3.38	3.30	3.21	3.09	2.92	3.34	.33
19.	3.59	3.47	3.38	3.30	3.22	3.14	3.07	2.95	2.79	3.20	.33
**6.	2.50	2.29	2.16	2.06	2.00	1.91	1.83	1.75	1.60	2.03	.39
7.	3.69	3.56	3.47	3.39	3.31	3.23	3.14	3.05	2.90	3.30	.31
10.	3.63	3.50	3.38	3.29	3.20	3.10	3.00	2.86	2.67	3.17	.37
*16.	2.19	2.05	1.95	1.88	1.80	1.75	1.69	1.61	1.50	1.84	.29
24.	3.88	3.80	3.73	3.67	3.59	3.50	3.41	3.29	3.08	3.53	.33
35.	4.56	4.38	4.23	4.09	3.94	3.77	3.58	3.33	2.94	3.83	.64

For items 21-23, the third response is the "preferred" one.

32.	4.30	4.10	3.96	3.83	3.69	3.55	3.40	3.19	2.86	3.62	.51
33.	4.25	4.00	3.89	3.75	3.62	3.50	3.33	3.14	2.88	3.57	.58
17.	3.52	3.40	3.31	3.23	3.15	3.06	3.00	2.84	2.63	3.10	.38
34.	4.22	4.00	3.91	3.78	3.65	3.50	3.35	3.14	2.84	3.58	.58
36.	4.43	4.21	4.06	3.90	3.76	3.60	3.42	3.19	2.85	3.69	.62
37.	4.67	4.25	4.00	4.00	3.71	3.50	3.20	3.00	2.50	3.59	.87
38.	4.50	4.32	4.17	4.00	3.89	3.74	3.58	3.37	3.05	3.82	.57
*39.	4.65	4.30	4.35	4.23	4.09	3.93	3.75	3.50	3.15	3.97	.61
15.	3.60	3.44	3.31	3.20	3.08	2.95	2.83	2.65	2.41	3.04	.46
18.	3.60	3.46	3.36	3.27	3.20	3.12	3.05	2.94	2.81	3.20	.31

For items 25-31, means are not appropriate and are not computed.

*For item 39 only, data are from 4,541 classes.

**For items 6 and 16, a higher mean and percentile are usually less desirable, and a lower mean and percentile are generally more desirable or "better."

Additional Comparative Data

Much more detailed comparative information is available in the *SIR Comparative Data Guide*, a copy of which was sent to your institution with these SIR reports. Data are presented in the *Guide* both in standard SIR report format for ease of comparison and by percentile distribution of the means. Separate *Guides* have been prepared for two-year colleges and four-year colleges. Each *Guide* contains data analyzed for:

See the publications list below for information about ordering additional copies of the *Guide*.

- type of institution (two-year or four-year)
- size of class
- level of class (freshman/sophomore and junior/senior—in the four-year *Guide* only)
- type of class (lecture, discussion, lab)
- subject areas—using the subject areas listed on the Instructor's Cover Sheet, data are available for approximately 30 different academic disciplines (prepared separately for two-year and four-year institutions)

Decile Equivalents on the SIR Report

The decile equivalents appearing on the front of this report are in the right-hand column. They have been rounded up or down to the nearest decile. The decile data used on each report are appropriate for the type of institution (two-year college/technical institution or four-year college/university) in which the instructor for whom this report was prepared is teaching. That is, if the instructor is teaching at a two-year college or technical institution, the decile equivalents printed on that instructor's report will be from two-year institutional comparative data.

Decile Distribution of SIR Means

The tables on the back of page 1 of this report give instructors information to aid in interpreting their SIR reports. Student ratings typically tend to be favorable. For example, on the 5-point SIR scale (Excellent = 5 to Poor = 1), a mean of 3.6 is numerically above average, but, in comparison with other SIR means, it may be average or even slightly below. It is important to have comparative data to help interpret a report fully. Displaying means as decile equivalents has proved to be a useful aid in that interpretation.

The comparative data in these tables, and on the report itself, are based on national use of SIR. Equally important and useful are comparative data based on use at the individual institution. Colleges may have such local comparative data prepared through the SIR Combined Report Service.

Concerning the Number of Students Responding

A report for a class with either a small number of students or a small proportion of the class responding should be interpreted with caution. In general, it is desirable to have:

- more than 10 students responding
- at least two thirds of the class completing the forms, or a smaller proportion is based on a random sample of students.

The degree of accuracy for each item mean increases as the number of students responding increases. For example, for 10 students, the estimated reliability for the item dealing with the rating of teacher effectiveness (N39) is .78; for 20 students, it is .88; for 25 students, it is .90. See *SIR Report No. 3* for a further discussion of reliability.

To alert you to these reliability concerns, you may find one or more of the following:

- Your report is flagged "See back of page 2: The Number Responding" if (1) 10 or fewer students responded or (2) less than 60 percent of the class responded. (This calculation is based on the information provided on the Instructor's Cover Sheet about class enrollment.)
- If 50 percent or more of the students did not respond to an item or marked it "not applicable," no mean or percentile equivalent is reported.
- If fewer than five students responded, that is, if fewer than five completed answer sheets were received for a class, the responses are not tabulated.

Factor Scores

Factor analysis summarizes student responses to SIR by grouping items of similar content and providing scores for each group of items, that is, for each factor. Since items within each of the six factors tend to be related, a teacher will be rated generally the same on the items that contribute to a factor. For example, if an instructor's score on a factor is above average, the ratings on most of the items in that factor should be above average. Occasionally, items will be in more than one factor, such as items 7 and 10 of SIR, which appear in two factors.

Teachers who receive a low score on a factor should look closely at the responses to the individual items in that factor. At the next SIR administration they could consider adding other items that might examine in more detail that dimension of their teaching. Section IV (supplementary items 40-49) can be used for this purpose. Page 4 of the *Instructor's Guide for Using the SIR* provides a list of suggested items. These items, or others written locally, also can be used to get student reactions to aspects of instruction or the course not included in SIR.

PUBLICATIONS

A number of publications dealing with the broad subject of evaluation and improvement of teaching are available. Some are concerned specifically with the Student Instructional Report and may be helpful in understanding and interpreting your report—for example, *SIR Report No. 4* and *SIR Comparative Data Guide*.

Some are more general and include extensive bibliographies (*Strategies for Improving College Teaching* and *SIR Report No. 1*).

Others are essentially technical, dealing with methodological questions (*Between, Within, and Total Group Factor Analyses of Student Ratings of Instruction and Student Points of View in Ratings of College Instruction*).

Any of the publications in the following list may be ordered from the address at the bottom of this page. Please include payment with your order.

SIR Report 1 - The Student Instructional Report: Its Development and Uses (\$2)

SIR Report 2 - Two Studies on the Utility of Student Ratings for Improving Teaching (\$3)

1. The Effectiveness of Student Feedback in Modifying College Instruction (Also in: *The Journal of Educational Psychology* 65 (1973): 395-401; and [in a condensed version] *Change Magazine*, Volume 5/Number 3/April 1973).
2. Self-Ratings of College Teachers: A Comparison with Student Ratings (Also in: *The Journal of Educational Measurement* 10 (1973): 287-295.)

SIR Report 3 - The Student Instructional Report (\$3)

1. Comparisons with Alumni Ratings
2. Item Reliabilities
3. The Factor Structure

SIR Report 4 - Two Studies on the Validity of the Student Instructional Report (\$4)

1. Student Ratings of Instruction and Their Relationship to Student Learning
2. The Relationship between Student, Teacher, and Course Characteristics and Student Ratings of Teacher Effectiveness.

SIR Report 5 - A Study of the Relationship between Research Output and Teaching Effectiveness (\$4)

Guidelines for the Use of Results of SIR (10 for \$1)

SIR Comparative Data Guide (\$4). Described fully on the back of page 1 of this report.

Please indicate whether you wish the *SIR Comparative Data Guide* for two-year or four-year colleges—both are available.

Between, Within, and Total Group Factor Analyses of Student Ratings of Instruction by Robert L. Linn, University of Illinois, John A. Centra, ETS, and Ladyard R. Tucker, University of Illinois. ETS Research Bulletin 74-39. (\$2) Also in: *Multivariate Behavioral Research*, July 1975.

Colleagues as Raters of Classroom Instruction (also compares student and colleague ratings on selected SIR items). ETS Research Bulletin 74-18. (\$2) Also in: *The Journal of Higher Education*, May/June 1975.

Faculty Development Practices in U.S. Colleges and Universities by John A. Centra, ETS Project Report 76-30. (\$2)

The Influence of Different Directions on Student Ratings of Instruction by John A. Centra. (\$2)

Strategies for Improving College Teaching, (1972) ERIC Report No. 8. No longer available from AAHE, available as a reprint from ETS. (\$2)

Student Points of View in Ratings of College Instruction by John A. Centra, ETS, and Robert L. Linn, University of Illinois. ETS Research Bulletin 73-60. (\$2)

The Student as Godfather? The Impact of Student Ratings on Academia. ETS Research Memorandum 73-8. (\$2) Also in: *Educational Researcher*, Oct. 1973.

Student Instructional Report
ETS College and University Programs
Princeton, New Jersey 08541



JULIAN A. MCPHEE UNIVERSITY UNION

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO, CA 93407 • 805-546-1281

TO: Roger Conway
Executive Director

DATE: July 8, 1987

FROM: Michelle Franchi *MF*
Purchasing Manager

RE: Student Evaluation of Teaching
Student Instructional Report

The Student Instructional Report is a single answer sheet. The University would be charged two separate charges - (1) answer sheets, (2) actual processed answer sheets. We would receive from the Educational Testing Service, three copies of the final report, which would be specified by class, section or department. Cost for answer sheets is as follows:

Answer Sheets

First 20,000	.20	ea
Next 20,000-40,000	.18	ea
Next 40,000-60,000	.15	ea
Over 60,000	.11	ea

Processed Sheets

First 5,000	.37	ea
Next 5,000-20,000	.35	ea
Next 20,000-40,000	.30	ea
Next 40,000-60,000	.28	ea
Over 60,000	.23	ea

It should be noted that these orders are cumulative over the years. For example, if we ordered 60,000 Answer Sheets this year, next year all Answer Sheets would be at a charge of .11 each. Nancy Beck will be sending an information package.

Cost for 60,000 Answer Sheets

20,000 @ .20 each	=	\$ 4,000
20,000 @ .18 each	=	3,600
20,000 @ .15 each	=	<u>3,000</u>

Total for 1st 60,000 \$10,600

Cost for 60,000 Processed Answer Sheets

5,000 @ .37 each	=	\$ 1,850
15,000 @ .35 each	=	5,250
20,000 @ .30 each	=	6,000
20,000 @ .28 each	=	<u>5,600</u>

Total for 1st 60,000 \$18,700

The total cost for both phases of the evaluation, for 60,000 answer sheets, would be \$29,300.

MF/so
studeval

Associated Students Incorporated
California Polytechnic State University
San Luis Obispo

Resolution #88-11

WHEREAS: The Associated Students Incorporated recognize the importance of developing the educational quality at Cal Poly to its highest degree.

WHEREAS: This can be achieved with feedback which is facilitated through an objective and uniform, course and faculty evaluation.

WHEREAS: The Academic Senate report entitled "MEASURES OF EVALUATION OF INSTRUCTION" recommended the implementation of an instrument that includes: "1) A quantifiable element 2) A significant percentage that is common across the University 3) Some means of evaluating the internal consistency and responsibility of the respondent 4) Some means of correlating it with the peer evaluation.

WHEREAS: The Associated Students Incorporated has determined through research that the STUDENT INSTRUCTIONAL REPORT, provided by Educational Testing Services, fulfills these objectives.

THEREFORE BE IT RESOLVED: That the Associated Students Incorporated strongly recommend that the Academic Senate and University Administration adopt the STUDENT INSTRUCTIONAL REPORT to be used in a complementary fashion with the current evaluation system, in order to provide faculty with constructive feedback of classroom performance.

CERTIFIED as true and correct copy in witness whereof, I have set my hand and the seal of the Associated Students, Inc. this _____ day of _____, 1988.

ADOPTED at the regular meeting of the Student Senate by _____ vote on _____, 1988.

Secretary, Student Senate

Chair, Student Senate

Ratification by ASI President

Sponsored By: Ricardo Echeverria, Senator-School of Agriculture